

ACADEMIC MOTIVATION AMONG URBAN & RURAL STUDENTS: A Study on Traditional Vs Open Education System in India

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ABSTRACT

Higher education today is being viewed as a tool to achieve prosperity and high living standards. It is thus looked upon as a service to the society and a powerful weapon to change the society for its betterment. Motivation plays a crucial role in learning. Motivation energizes the behavior of the individual. It also directs the behavior towards specific goals. It helps in acquisition of knowledge, develops social qualities, increases initiation of persistence in activities, leads to improved performance and develops a sense of discipline in the individual. This paper aims to compare Open Education System and Traditional Education System with respect to Academic Motivation of students towards the two types of education systems.

This paper also tries to compare the academic motivation of rural and urban based students. It has been found in this paper that there is significant different in Academic Motivation among students of the two types of education systems. The significant difference in academic motivation has also been found in urban and rural based students, compared between the two systems. The paper has also forwarded some suggestions which may be considered by the policy makers and administrators of OES to help increase the academic motivation of students of OES.

Keywords: Academic Motivation, Traditional Education System, Open Education System, Higher Education System, Rural based students, and Urban based students

INTRODUCTION

Motivation is typically defined as the force that accounts for the arousal, selection, direction, and continuation of behavior. Motivation means the desire and willingness to do something. It is a drive that compels an individual to act towards the attainment of some goal. As defined by Daft (1977 p.526), "Motivation refers to the forces either within or external to a person that arouse enthusiasm and persistence to pursue a certain course of action". Motivation plays a crucial role in learning. It not only sets in motion the activity resulting in learning, but also sustains and directs it. It is "the central factor in the effective management of the process of learning", (Kelley 2002, cited in Aggarwal 2004). Academic motivation has been found positively associated with academic achievement, academic performance and 'will to learn' (McCelland et al., 1953; Entwistle 1968; Frymier *et al* 1975).

It has been found in different researches that classroom competition (Bolocofofsky 1980), family culture & environment (Tseng 1998; Satyanandam 1969; Hussain 1977; Salunke 1979; Nagalakshmi 1982; Singh 1984), personal aspiration factors (Yeung & Yeung 2001, Banerjee 1974; Siddiqui 1979) and study habits (Tiwari 1982) positively motivate students to do better.

Open learning system has opened up opportunities for education outside the realm of the conventional system by providing flexibility in pursuing the course and taking up examinations (Gautam 1990; Indradevi 1985) at the pupil's ease. Studies have further stated that popularity and acceptance of open education system is on the rise (Bhattacharya 1991; Khan 1991). Other than flexibility, job related goals (Wanieweicz 1981) and improvement of social status (McIntosh 1978) are the main motivations to join open education system.

It has also been revealed by studies that chances of students successfully completing from open education system is generally linked to the personal concept (Gibson 1996), capacity for self-management (Atman 1988) and familiarity to technology (Schifter & Monolescu 2000). Kawachi (2006 p.3) in his research "The Will to Learn: Tutor's Role" on learning of distance education pupil has identified four intrinsic motivations helpful to will to learn: vocational, academic, personal, and social.

OBJECTIVE OF THIS STUDY

This study aims to find out learning motivation of students taking education from Open Education System (OES) and Traditional Education System (TES). The study tries to compare academic motivation between the two education systems. This study incorporates comparison between urban and rural students studying under the two systems.

The various dimensions that have influence on the motivation levels of students have also been discussed in the present study. To achieve the above stated objectives and after reviewing the related literature the following hypothesis have been framed and tested under this study:

Hypothesis 1: There is no significant difference in the academic motivation of students studying in two systems of education.

Hypothesis 2: There is no significant difference in the academic motivation of urban and rural students studying in the two systems of education.

Hypothesis 2 has further been subdivided into following hypothesis:

Hypothesis 2 (a): There is no significant difference in the academic motivation of the urban and rural students studying in the traditional education system.

Hypothesis 2 (b): There is no significant difference in the academic motivation of the urban and rural students studying in the open education system.

Hypothesis 2 (c): There is no significant difference in the academic motivation of the urban students studying in traditional education system and open education system.

Hypothesis 2 (d): There is no significant difference in the academic motivation of the rural students studying in traditional education system and open education system.

DELIMITATION OF THE STUDY

The present study has following delimitations:

- It is confined to the undergraduate students only.
- It is confined to two faculties only, namely students of arts and science faculties.
- The population under study is limited to the municipal limits of Allahabad Municipal Area (Uttar Pradesh, India).
- The sample size of the present study is limited to 351 students.
- The present study is limited in its design, method, measuring devices and statistical techniques.

MATERIALS AND METHODS

The present study is closely connected with the normative survey method of research. The population for the present study has been defined as all the B.A. and B.Sc. students of session 2009-2010 studying in the degree colleges affiliated to Allahabad University and Allahabad study centre of U.P. Rajarshi Tandon Open University (India). In the present study stratified random sampling method has been used as Miller (1977 p.52) pointed out that "the essential requirement of any sample is that it is a representative as possible of the population or the universe from which it has been drawn."

Following are the common characteristics of students chosen for population:

- Students mean male and female students both comprising of urban and rural population.
- All the students have gone through the process of examination and evaluation of their respective educational system at least once.
- Two education systems - Traditional Education System and Open Education System have been taken up for the study.

The population wise description of the system is as follows (table 1):

Table: 1
Configuration of colleges under TES for final Sample Design

Characteristics			Number of Colleges
Population	Type	Courses	
Rural-Based	Co-Educational	Arts & Sciences	1
Mixed	Girls Only	Arts & Sciences	1
Mixed	Co-Educational	Arts & Sciences	3
		Total	5

Sample Size

Initially, it was planned to have a sample size of 200 students each for TES and OES keeping in view the limited availability of students under Open Education System of UPRTOU. Sample size of 200 students was further supposed to be divided into 100 Arts side and 100 Science side students.

Researcher contacted more than 100 students from Arts side but only 51 students could be contacted from Science stream (67 being the population of science students) from OES. So, a sample size of 151 students belonging to OES and 200 students belonging to TES were taken for further analysis (table 2).

Table: 2
Actual Sample Design

Undergraduate Students	Traditional Education System	Open Education System	Total
Urban	110	80	190
Rural	90	71	161
Total	200	151	351

Instrument

Questionnaire used in the present study is primarily a self developed tool named as Academic Motivation Scale (AMS). Few other standard questionnaires were studied to find their suitability in present studies. No published tool was found suitable by the author in its exact original form as none was found catering to the needs of college going students of both TES and OES. Development of this instrument has taken inputs from the one that was published and developed by J.P Srivastava (Department of Education, Meerut University, Meerut, 1974) with the title Academic Motivation Inventory.

This tool is standardized in Indian condition and meant for the purpose to test academic motivation of the students of secondary schools.

There are 58 items in the tool of which 29 items are positive and 29 negative. This instrument has used three dimensions namely Academic Aspiration (22 statements), Study Habits (20 statements) and Attitudes toward School (16 statements).

Thus, the questionnaire used in the present study has taken help from the standardized tool discussed above. Present tool has retained the three dimensions used in the above mentioned tool and added one more dimensions i.e. 'Social-Family-Economic (Environment)' in this tool to test academic motivation of students. Since college going students, whether under TES and OES, have more exposure and interactions with different elements of society and environment, they are more vulnerable to developing positive or negative academic motivation level as per their interacting environment. Thus the dimensions used in the questionnaire are:

- **Personal Aspirations**
- **Study Habits**
- **Social-Family-Economic (Environment) Factors**
- **Attitude towards College/ Study Centre.**

Five-point rating scale was prepared by the researcher, with alternatives: Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree.

Having identified the items, the preliminary tool was pre-tried on 40 students consisting of 20 students from TES and 20 students from OES belonging to Science stream and Arts stream. Emphasis was upon inclusion of male, female, rural and urban students in proper ratio.

The tool was administered to examine the gross language mistakes and comprehend defects, if any, after pre-tryout.

After doing necessary corrections AMS was again administered on 150 students for items try out.

Final Form of Questionnaire

Nine items due to t-value, five items due to item validity and item difficulty were rejected. Therefore 46 items remained for final form of the test.

These 46 items or statements can be said completely fit and appropriate for further use.

In the final form of AMS, there were, 15 items for measuring first dimension i.e. personal aspirations, 15 items for second dimension i.e. study habits, 8 items for third dimension i.e. socio-economic factors and 8 items for fourth dimension i.e. attitude towards college/study centers.

The final scale (AMS) contained 22 favorable and 24 unfavorable statements.

The tool was standardized by judging reliability by using split half method (correlation coefficient was found to be 0.87 and when corrected it was 0.93) and test-retest method (Moment Product Correlation Coefficient is 0.97) and incorporating suggestions from students, educationists, psychologists and specialists working in the field of education (traditional as well as open).

In order to achieve the objectives of the study and testing the hypothesis, t-test (Garrett 1981 p.243-245) statistical technique was used.

RESULTS

Hypothesis 1

To test this hypothesis, the Academic Motivation Scale was administered to 200 students of Traditional Education System and 151 students of Open Education System. The details of the data are as shown in table 3.

Table: 3
Comparison of Academic Motivation of Students Studying in TES and OES

Education System	Mean 'M'	Standard Deviation 'SD'	Degree of Freedom	t-value
Traditional (N=200)	153.30	24.91	349	6.07
Open (N=151)	138.13	21.79		

t critical two tail: 1.97 (at 0.05 significant level)

The value of t was found to be 6.07 which is significant. Thus the hypothesis is rejected and it can be said that there is significant difference in the academic motivation of students studying in the two systems of education.

In the results, it is seen that students of TES have got higher mean of scores, compared to the mean of scores of OES.

Table: 4
Comparison of Academic Motivation of Students
Studying in TES and OES-Dimension wise

S.No	Dimension	Total Student				t-value	Significant/ Insignificant
		Traditional Education System (N= 200)		Open Education System (N= 151)			
		M	SD	M	SD		
1	Personal Aspirations	51.03	7.88	46.68	8.70	4.83	Significant
2	Study Habits	49.32	8.33	43.83	7.62	6.42	Significant
3	Social-Family Economic Environment	25.87	5.42	22.51	3.96	6.70	Significant
4	Attitude towards College/Study Centre	27.09	5.11	25.11	3.31	4.39	Significant

t critical two tail: 1.97 (at 0.05 significant level)

Greater difference in their means suggest that students of TES are motivated more when compared to students of OES. Dimension-wise analysis of the data is shown in table 4. On all dimensions, there is significant difference in academic motivation between students of the two education systems. Regular classroom-teaching and student teacher interactions under TES provide motivation to these students to do better in class. In this process they develop better study habits where progress of the student is monitored closely. Apart from that, expectations of parents, competition faced within college, presence of good job opportunities and recognition etc. encourage students to do better in their studies. Students of TES are found high on personal aspiration. They are more influenced by the social-family-economic and environmental conditions. These factors result in development of better study habits and attitudes towards their college. On the other hand, students of OES are basically studying to upgrade their existing qualifications or to get essential degrees required for their job-in-hand. Merely passing the examination is of prime importance to them. They study merely to avoid failures and this result in lower motivation levels. Higher dropout rate in OES reinforces the above conclusion.

Hypothesis 2(a) & 2(b)

To test hypothesis 2(a) and 2(b) following table (table 5) is constructed. Table 6 is also constructed to analyze the dimension wise description of the two populations.

Table: 5
t-test Analysis of Academic Motivation of Urban & Rural Students
Studying in TES and OES

Traditional Education System	Mean	Standard Deviation	Degree of Freedom	t- value
Urban (N=110)	153.70	25.23	198	0.25 Insignificant
Rural (N=90)	152.81	24.63		
Open Education System	Mean	Standard Deviation	Degree of Freedom	t- value
Urban (N=80)	136.35	21.53	149	-1.06 Insignificant
Rural (N=71)	140.13	22.06		

t critical two tail: 1.97 (at 0.05 significant level)

Table: 6
t-test Analysis of Academic Motivation of Urban & Rural Students
Studying in TES and OES-Dimension Wise

S.No.	Dimension	TRADITIONAL EDUCATION SYSTEM				t-value	Significant/ Insignificant
		Urban (N=110)		Rural (N=90)			
		M	SD	M	SD		
1	Personal Aspirations	51.0	8.23	51.1	7.46	-0.06	Insignificant
2	Study Habits	48.94	8.11	49.8	8.62	-0.71	Insignificant
3	Social-Family Economic Environment	26.07	5.30	25.6	5.58	0.59	Insignificant
4	Attitude towards College/Study Centre	27.69	5.16	26.3	4.97	1.87	Insignificant
OPEN EDUCATION SYSTEM							
S.No.	Dimension	Urban (N=80)		Rural (N=71)		t-value	Significant/ Insignificant
		M	SD	M	SD		
		1	Personal Aspirations	46.05	8.92		
2	Study Habits	43.15	7.01	44.59	8.23	-1.15	Insignificant
3	Social-Family Economic Environment	22.23	4.02	22.83	3.88	-0.94	Insignificant
4	Attitude towards College/Study Centre	24.93	3.17	25.31	3.46	-0.71	Insignificant

t critical two tail: 1.97 (at 0.05 significant level)

Urban-Rural (TES)

The value of t was found to be 0.25 that is insignificant. Thus the hypothesis 2(a) is accepted and can be deduced that there is no significant difference in the academic motivation of urban and rural students studying in Traditional Education System. The examination of hypothesis 2(a) reveals that the urban and rural students studying under TES in the present study do not differ significantly in their motivation level. Overall average of the scores obtained by the urban students of TES is marginally higher than rural students. That is the urban students studying in TES seem to be partially more motivated in their studies as compared to the rural students. Rural students feel themselves somewhat alienated in the college environment especially in urban-based colleges. While in the rural based colleges they lack academic environment. Either there is no fruitful interaction between teacher and students or the priorities of rural based students are different as compared to urban students. But still after getting admission in college, due to academic environment they manage to heighten their motivation level very close to urban students. For rural students education is perceived as an important means to earn better standard of living. Dimension-wise analysis of data is shown in table 6.

t-values in the above table suggest that though there is no significant difference, mean scores of rural students on dimensions namely, Personal Aspirations and Study Habits are higher with little margin.

But, rural students have less amount of positive attitudes toward their college as they find some cultural and social indifferences in the colleges established under urban localities and do not get much motivation from their rural based society, they tend to have overall lower motivation than urban students.

Urban-Rural (OES)

The value of t was found to be -1.06 that is insignificant (table 5). Thus the hypothesis-2(b) is accepted and can be deduced that there is no significant difference in the academic motivation of urban and rural students studying in Open Education System.

The evaluation of hypothesis 2(b) suggests that the urban and rural students of OES do not show any significant difference (-1.06) between their motivation levels. But, if seen overall, the rural based students seem to be slightly more motivated towards their studies as compared to urban students. This may be due to the less involvement of urban students in their studies. Urban students are generally engaged in some different activities and pay less attention towards their studies. Open education seems to be more fit for the rural students, as they feel confident studying their course material at home. Apart from that the rural population might contain those students who are well committed towards study but unable to get admission in colleges under TES. Such kinds of students remain highly motivated even under OES. Dimension-wise analysis of data is shown in table 6. Dimension-wise observation suggests the higher mean values of rural based students on all the dimensions.

They are generally much involved with their course material and the education system and feel motivated. It seems that they think this type of education system more suitable for them. Poor availability of library facilities and cost of books may also increase the dependence of rural-based students on the study material that is why they may be rating high on the study habits.

They think this system as a good chance to learn and thus have higher personal aspirations. Overall they have favorable attitudes toward their study centers and education system and feel motivated to continue their studies and make maximum out of it. The negative difference can also be explained due to the lower motivation level of urban students. They take their studies as their secondary priority and generally take it casually.

Hypothesis 2(c) & 2(d)

To test hypothesis 2(c) and 2(d), t test is applied to the respective sample and the values are tabulated in table 7 and table 8.

Table: 7
t-test Analysis of Academic Motivation of Urban Students Studying in TES and OES & Rural Students Studying in TES and OES

Urban Students	Mean	Standard Deviation	Degree of Freedom	t- value
Traditional (N=110)	153.70	25.23	188	5.10 Significant
Open (N=80)	136.35	21.53		
Rural Students	Mean	Standard Deviation	Degree of Freedom	t- value
Traditional (N= 90)	152.81	24.63	159	3.44 Significant
Urban (N=71)	140.13	22.06		

t critical two tail: 1.97 (at 0.05 significant level)

Table: 8
t-test Analysis of Academic Motivation of Urban Students Studying in
TES and OES & Rural Students Studying in TES and OES- Dimension Wise

S.No.	Dimension	URBAN STUDENTS				t-value	Significant / Insignificant
		Traditional Education System (N=110)		Open Education System (N=80)			
		M	SD	M	SD		
1	Personal Aspirations	51.0	8.23	46.05	8.92	3.90	Significant
2	Study Habits	48.94	8.11	43.15	7.01	5.25	Significant
3	Social-Family Economic Environment	26.07	5.30	22.23	4.02	5.68	Significant
4	Attitude towards College/Study Centre	27.69	5.16	24.93	3.17	4.55	Significant
RURAL STUDENTS							
S.No.	Dimension	Traditional Education System (N=100)		Open Education System (N=64)		t-value	Significant/ Insignificant
		M	SD	M	SD		
		1	Personal Aspirations	51.1	7.46		
2	Study Habits	49.8	8.62	44.59	8.23	3.89	Significant
3	Social-Family Economic Environment	25.6	5.58	22.83	3.88	3.72	Significant
4	Attitude towards College/Study Centre	26.3	4.97	25.31	3.46	1.55	Insignificant

t critical two tail: 1.97 (at 0.05 significant level)

Urban (TES)-Urban (OES)

The value of t was found to be 5.10 (table 7) that is significant. Thus, the hypothesis 2(c) is rejected and can be said that there is significant difference in the Academic Motivation of urban-based students studying in Traditional Education System and Open Education System. The testing of hypothesis 2(c) suggests that the urban students of TES and OES show significant difference between their motivation levels. Result shows that mean score for TES students is more than mean score of urban students of OES. TES students are more competitive and live in better academic environment. All characteristics of TES like regular classroom study support, regular practical work, continuous monitoring, conducive and competitive learning environment enhance the motivation levels of urban students. Urban students under OES are generally engaged in other income-generating activities and consider their course as secondary. Their motivation levels remain divided between study and their jobs or family duties. They could not concentrate fully on their studies and thus drift away from studies and that is truthfully reflected in their low motivation levels. Dimension-wise analysis of data is shown in Table: 8. Each dimension shows the same trend that there is significant difference in the academic motivation of urban students studying in the two education systems and urban students of TES have scored higher mean values.

Socio-Economic factors affect more to the urban students of TES as they compare their position in the society and want to show their standing in the society. There is significant difference on the attitudes toward college/ study center dimension, which has more favorable responses by TES students. They visit their college quiet regularly and develop better study habits because of higher personal aspirations.

Rural (TES)-Rural (OES)

The value of t was found to be 3.44 that is significant. Thus the hypothesis 2(d) is rejected and can be said that there is significant difference in the academic motivation of rural based students studying in Traditional Education System and Open Education System.

The test of hypothesis 2(d) suggests that the rural students of TES and OES show significant difference between their motivation levels. Although, generally speaking, the motivation level of rural students studying under TES is not as high as that of their urban counterpart. But, in comparison with OES it is unquestionably higher. Dimension-wise analysis of data is shown in table 8.

On each dimension there is significant difference in the rural students of the two education systems. The differences in their means are quite prominent on the dimensions namely, social-family-economic factors and study habits. This is due to the presence of standard academic environment of TES. It can be concluded that to study in Traditional Education System, rural students put extra efforts that is reflected in their greater motivation levels. In TES, students are more influenced by the society, as the interactions between student- student and student-teacher is much more as compared to rural student studying under OES. Students of TES have developed fairly better study habits and are more dependent upon their colleges as compared to students of OES.

On all dimensions, there is significant difference in academic motivation between students of the two education systems. Regular classroom-teaching and student teacher interactions under TES provide motivation to these students to do better in class. In this process they develop better study habits where progress of the student is monitored closely.

Apart from that, expectations of parents, competition faced within college, presence of good job opportunities and recognition etc. encourage students to do better in their studies. Students of TES are found high on personal aspirations. They are more influenced by the social-family-economic and environmental conditions.

These factors result in development of better study habits and attitudes towards their college. On the other hand, students of OES are basically studying to upgrade their existing qualifications or to get essential degrees required for their job-in-hand.

Merely passing the examination is of prime importance to them. They study merely to avoid failures and this result in lower motivation levels. Higher dropout rate in OES reinforces the above conclusion.

CONCLUSION

Results suggest that significant difference in motivation level exist when students of TES and OES are compared. This significant difference also exists when urban based students of the two education systems are compared. Similarly when rural based students of the two education systems are compared, significant difference is found on motivation level. Within respective education system, significant difference was not found among rural and urban based students.

If TES is taken into consideration, urban based students have slightly better motivation level than rural based students. Whereas, rural based population have better motivation level than urban based students in OES.

Thus, we see that students studying under OES are found low in extrinsic motivation that results in even lowering down of intrinsic motivation level. To increase extrinsic motivation level, recognition and worth of the degree obtained from OES should be increased. Facilities at the study centers should be improved and involvement of students in the academic process should be increased under OES to develop positive attitude. Role and intervention of tutors along with peer interaction are of paramount importance (Kawachi, 2005) in developing motivation among students to learn.

The basic natures of the two systems are different and so require altogether different approach to run and manage education process.

Traditional education system depends more on verbal communication and methodologies to impart education thus making it fast and bearing immediate effect (in the form of immediate rewards and feedbacks).

On the other hand, education process of OES is largely completed through written communication, involving distances and depends upon many intermediaries. Consequently, the skills required in faculty members, students and administrative personnel are significantly different in the two types of education systems.

Administrators/faculty members of OES should be able to design study materials in a way which is effective and easy to comprehend by the students. Importance of administrative roles increase manifold in OES so that course materials, feedbacks/evaluations are available to students in time and records are updated continuously and correctly.

Role of administrators and tutors can also be stretched further to keep track of failing students and helping them towards successful completion of the course by sending them motivating letters and guidance.

Therefore, enhancing infrastructure facilities, increasing the roles of tutors, familiarity with technology and administrative correctness and innovation in administration are paramount in OES to lessen psychological gap between students of the two systems.

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