

Research Article

A Study on Self-Motivation and Academic Achievement Among Rural Students

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A B S T R A C T

The objective of this study is to investigate "A Study on Self-Motivation and Academic Achievement among Rural Students". A survey method is used in this study. The researcher developed a self-motivation scale for this study. In this study, the investigator followed the stratified random sampling procedure to select 300 samples from various high schools and higher secondary schools in Chengalpet district. Validated instruments were applied to the sample selected for the study. Data were collected from the sample and were tabulated and used for appropriate statistical techniques. The findings, implications, suggestions and conclusions drawn from the data were recorded in this study.

Keywords- Self-motivation, Academic Achievement, Rural Students, Self-Assessment, Goals

Introduction

Motivation is an important psychology concept in education because it is linked to everyday life to motivate and encourage students to study and learn effectively. Motivation is important for learning because motivation refers to everything a student does, including the student's motivation to complete knowledge-forming tasks. Therefore, motivational strategies should be incorporated into the daily teaching process.^{1,2}

Self-Motivation

Self-motivation refers to the ability and desire to achieve and achieve goals that are driven by your own hopes or dreams rather than the hopes or dreams of others. What keeps us going is self-motivation - it's what keeps us achieving, creating, improving, and staying on track. When you feel ready to give up on something or don't know how to start, your own motivation forces you to keep going. Self-righteousness is considered difficult; It is about the level of creativity in setting emotional goals for oneself.^{3,4}

Requirements for a Healthy Level of Self employment.

Self-Esteem: An important part of self-motivation is self-knowledge, self-efficacy and self-confidence.

Self-efficacy is defined as a person's belief in one's ability to do well and achieve the goals he has set for himself. People with high self-efficacy may see difficult goals as a challenge, while people with low self-efficacy may see the same goal as far from their capital and not try to complete it.

Positive thinking and thinking about the future: Positive thinking is associated with self-confidence and is an important factor in self-motivation. It is important to look at everything positively, even if everything goes against plan. Positive thinking helps people think about the future.

Goal Focus and Health: Setting goals for yourself provides clear direction. Goals should be clear, measurable and based on details and behavior rather than performance of results, challenges, commitments and feedback.

Motivational environment: The final point is to surround yourself with resources and people who remind him of one of his goals.⁵

Personal Skills

- Take charge of your life.
- Find your reason.
- Re-evaluate your goals.
- Build trust.
- Learn better time management strategies.
- Develop large-scale projects.
- Focus on the success of others.
- Use the power of music.
- External programming.
- Many jobs have been removed.
- Continue.
- Find your own motivation.
- Focus on gratitude.

Academic Success

Academic success is the acquisition of knowledge, thinking and all behavioral changes in thinking. Academic achievement is the knowledge or skill gained in a subject and is usually determined by test scores or teacher scores for both.

Completion at all levels of education is often a source of deep concern for teachers and others. In fact, all courses are designed to achieve high academic standards and the curriculum is carefully planned with this goal in mind. Schools and universities are indicative of this, and it will continue to be the only qualification to progress and qualify for the next step in order to move forward again forever.^{6,7}

Objectives of the Study

1. To examine the self-motivation level of rural students.
2. Check the academic achievement of rural students.
3. Investigate gender differences in rural students' self-motivation.
4. To identify important differences between courses in rural students' self-empowerment.
5. To find significant differences in self-motivation of rural students in different school types.
6. Investigate significant differences in self-support among rural students from different families.
7. Identify significant differences in self-support for their education among fathers of rural students.
8. Finding the difference between the education levels of the mothers of rural students and their self-motivation.
9. Identify significant differences in self-employment among fathers of rural students.
10. To find the significant difference in the self-sufficiency scores of the students living in rural areas according to their mothers' occupation.
11. To find out whether there is a significant difference in the self-sufficiency status of students living in rural areas according to their families' monthly income.
12. Explore gender differences in education among rural students.
13. Analyzing differences in lessons learned among rural students.
14. Identify significant differences in learning outcomes for rural students across school types.
15. Learn about the important differences in the education of rural students from different family types.
16. To find significant differences in the academic performance of rural students according to the education level of the father.
17. Identify significant differences in education among rural students as a function of maternal education.
18. Investigation of the significance of father occupation academic achievement differences among students living in rural areas.
19. Finding significant differences in mother's school occupation among rural students.
20. Find the difference between the academic performance of rural students and the monthly income of the family.
21. To find the relationship between the self-motivation of rural students and their academic achievement.

Research Hypothesis

This questionnaire is based on the following hypotheses

1. The self-motivation of students in rural areas is moderate.
2. The academic performance of rural students is average.
3. There is no gender difference in the self-motivation of students in rural areas.
4. There is no difference between courses in terms of self-sufficiency among students in rural areas.
5. There is no significant difference in self-efficacy among rural students from different school types.
6. There is no significant difference in self-support among rural students from different families.
7. There is no significant difference among students living in rural areas in terms of self-sufficiency according to father's education level.
8. There is no significant difference in self-efficacy among rural students according to mother's education level.
9. There is no significant difference between students studying in rural areas in terms of their father's occupation.
10. There is no significant difference in the self-motivation of parents working in rural areas.
11. There is no significant difference in the self-sufficiency of rural students according to the monthly income of the family.

12. There is no gender difference in the education of rural students.
13. In terms of the language of instruction, there is no significant difference in the learning of rural students.
14. There is no significant difference in the education of rural students according to school type.
15. There is no difference in the education of rural students from different family types.
16. There is no significant difference between the education level of rural students and the education level of their fathers.
17. There is no significant difference in the education of rural students according to mother's education level.
18. There is no significant difference in the academic achievement of rural students according to their father's occupation.
19. The educational status of students in rural areas does not differ according to their mother's occupation.
20. There is no significant difference in the education of rural students in terms of monthly family income.
21. There is no relationship between the self-motivation of rural students and their academic achievement.

Need and Significance of the Study

Self-motivation is the ability to do what needs to be done without being influenced by other people or situations. One must be self-motivated because self-motivation is the key to living a fulfilling life. Self-motivation plays an important role in a person's life because it constantly works on self-assessment, the self-assessment process reveals one's strengths and weaknesses, so that the person strengthens their strength and starts working on overcoming the weakness. In this way, self-motivation can lead a person to what he wants in life.

This study is important for other researchers as a reference for research on self-efficacy and academic achievement. Therefore, the researcher decided to conduct this research

Problem Statement

Self-motivation and the drive to achieve goals can lead to personal growth, opportunities to develop different relationships and trust with others, and to explore different activities that you love and are passionate about. Self-motivation is an important part of people's lives because it allows them to see things better. If you can maintain a positive outlook on your life, everything will start to fall into place. As a result, self-supporters tend to be confident and self-assured.

Therefore, this study was conducted by researcher. The title of this study is "A Study on Self-Motivation and Academic Achievement among Rural Students"

Methodology

Research Methodology is a method of solving research problems. It can be understood as a science that studies how science works. The success of any research depends on the relevance of the study process. Method is one of the most important things in research. Studies have varied according to the methods used in solving problems.

Educational research can be classified according to the outcome, data collection process, data processing process; data files and more decisions.

Researcher collected data on rural students in the Chengalpet area using the survey method. Only rural students participated in the study. Data were collected from the Regional Directorate. The researchers used the random sampling technique in this study.⁸

Populations, Samples, and Sampling Procedures

A population can be defined as objects, schools, units of time, areas, cost of goods, etc. It is a collection of human groups or non-human beings, such as Some statisticians call it the world. The part of the world into which scientists enter is called the whole. The focus of this study is rural students in the Chengalpet area. The samples are a small fraction of the population selected for observation and analysis.

Random sampling technique was used in this study. This study selected 300 students from 8 rural schools in Chengalpet area.^{9,10}

Tools Used

Considering the various purposes of the research, the researcher uses the following tools to collect data.

- Personal Report.
- A self-motivation scale developed and approved by the researcher.

Statistical Methods Used

Researchers used the following methods in their studies.

- Descriptive analysis
- Difference analysis
- Correlation

Findings of the Study

After completing the data, the researcher made the following research results:

1. Rural students have high self-motivation.
2. The academic achievement of students in rural areas is high.
3. Studies show that there are gender differences in self-efficacy among rural students. The self-motivation of female students is higher than that of male students.

4. The research shows that there is a significant difference between courses in the self-motivation of rural students. Students whose medium of instruction is English are more self-motivated than Tamil students.
5. Studies show that there is no significant difference in the self-motivation of rural students in different school types.
6. Studies show that there is no difference in the self-sufficiency of rural students from different families.
7. The research found that there is a significant difference in the self-motivation of the fathers of students studying in rural areas. Students whose fathers have completed a degree/certificate are more self-motivated than those whose fathers are from SSLC to HSC and below SSLC.
8. Studies show that there are significant differences in self-sufficiency among rural students depending on their mothers' education level.
9. This research shows that there is no significant difference in the self-efficacy perceptions of students living in rural areas according to their father's occupation.
10. The research shows that there is no significant difference in the self-efficacy perceptions of students living in rural areas regarding their mother's work.
11. Research show that there is no difference in terms of monthly income of the family in terms of self-sufficiency among students in rural areas.
12. Studies have shown that there are gender differences in the education of rural students. Female students work better than male students.
13. Studies have shown that there is no significant difference between courses in the learning of rural students.
14. Studies have shown that there is no significant difference in the education of rural students by school type.
15. Research shows that there is no significant difference in the education of rural students in different families.
16. Studies have shown that there is no significant difference between the education level of rural students and the education level of their fathers.
17. Studies have shown that there is no significant difference in the education of rural students according to their mothers' educational status.
18. Research has shown that the education of rural students does not differ significantly by father's occupation.
19. Studies have shown that the education of rural students is not different from the mother's profession.
20. Studies have shown that there is no difference between the academic performance of rural students and their monthly family income.
21. This study found a significant effect on the variables examined, such as self-support and education among rural students.

Conclusions

The Rural students have high self-motivation. The academic achievement of students in rural areas is high. Studies show that there are gender differences in self-efficacy among rural students. The self-motivation of female students is higher than that of male students. The research shows that there is a significant difference between courses in the self-motivation of rural students. Students whose medium of instruction is English are more self-motivated than Tamil students.

"Limitation is a condition beyond the control of the researcher that may limit the outcome of the study and its application to other situations".

The research is limited to the self-help and education of rural students, including gender, language teaching, school type, family type, father's education, mother's education level, father's job, mother's job and family's monthly income. This study only measures the self-motivation and academic achievement of rural students with the help of questionnaires.

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