

A Comparative Study of Self-Motivation among Government and Private School Students

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Abstract:- This paper aims to study the self-motivation of adolescent students in relation to the type of school. The researchers have attempted to understand whether government and private school students differ on self-motivation. The study was conducted on the sample of 100 students of Bhopal city. Intact classes of ix and x were taken from the two schools the sample was taken who falls on the age group of 14-16 years. For the aggregation of essential information the researcher used statistical calculations. To find the significant difference between the various groups 't' test was applied results indicated that govt and private school students differ significantly on self-motivation.

Keywords:- Self-Motivation, School, Age Group, Students.

I. INTRODUCTION:

Education is that process of development which consists the passage of human being from infancy to maturity, the process whereby he adapts himself gradually in various ways to his physical and spiritual environment.

The new born infant is a helpless human being. He has neither any friend nor an enemy. He is not aware of the social customs and traditions. Not only this, he is not even keen to achieve any ideal or value. But as he grows older, he is influenced by the informal and formal agencies of education. In this way, he develops his physical and emotional self and social feelings also develop in him gradually. By and by, he is able to develop a sense of responsibility like his elders and solve the problems of life successfully. Education is able to instill in the child a sense of maturity and responsibility by bringing in him the desired changes according to his needs and demands of ever changing society of which he is an integral part. Educational planners and administrators work towards all round development of the intellectual abilities and personality of the individual learners self-motivation is in its simplest form the force that drives you to do things as there are many advantages of self-motivation people who are self-motivated tried to be more organized have good time management skills and more self-esteem and confidence understanding and developing one's self-motivation can help him to take control of many other aspects of life. Self-motivation is the most important factor that educators can target in order to improve learning. To produce a knowledgeable peer group and prosperous country in line with philosophy of education preservice of self-motivation among students is essential.

II. NEED OF THE STUDY:

Self-motivation is the ability to do what needs to be done without influence from other people or situations. One should be self-motivated person as self-motivation is the key to living a satisfying life. self-motivation plays a vital role in one's life as it enables one to make self-assessment as often one can, the process of self-assessment discloses one's strengths and weakness by which one can strengthen more one's strengths and begins to strive for overcoming weakness in this way self-motivation leads one to the desired success in life. One of the main reasons why self-motivation is important in one's life is that it does not let one to be dependent on others. and one can achieve success in his goals and objectives that he has set on the basis of his abilities while it eradicates one's weakness that hinders one's success self-motivated learner can learn many things in life the journey of exploring new ideas and gaining new information, knowledge will continue with him. It is a good way to develop a proper mindset that allows one to be a sensible person who can pass his life satisfactorily and deal with various situations effectively and efficiently. This motivates the Investigator to conduct a comparative study on self-motivation of Secondary School Students of Bhopal District.

The purpose of the study: the main objective of the study was to compare the self-motivation among govt and private school students.

Research Questions:

- .Do Govt. and private school students differ on the basis of self-motivation?
- .Do Govt. School Boys and Girls differ on the basis of self-motivation?
- .Do Private school boys and girls differ on the basis of self-motivation?
- .Do Boys of Govt. and private schools differ on the basis of self-motivation?
- .Do Girls of Govt. and private Schools differ on the basis of self-motivation?

Objectives of the study:

- To compare the Girls and Boys of Govt. school on the basis of Self-motivation.
- .To compare the Girls and Boys of private school on the basis of Self-motivation.
- .To compare the Girls of Govt. and Private school on the basis of Self-Motivation.
- .To compare the Boys of Govt. and Private School on the basis of Self-motivation.

.To compare the Government and Private school Students on the basis of Self-motivation.

Hypothesis:

- 1 There is no significant difference between the Girls and Boys of Govt. School on the basis of Self-motivation.
2. There is no significant difference between the Girls and Boys of Private School on the basis of Self-motivation.
3. There is no significant difference between the Girls of Govt. School and Girls of private school on the basis of Self-motivation
4. There is no significant difference between the Boys of Govt. School and Boys of Private School on the Basis Of.Self-motivation
5. There is no significant difference between the students of Private school and Government school on the basis of Self-motivation.

Delimitations:

1. Study is limited to Bhopal city only.
2. Study is limited to students of age 14 years- 16 years.
3. Study is limited to Private and Government schools
4. Study is limited to M.P.Board Schools only.

III. RESEARCH METHODOLOGY:

In order to collect data the survey method was used. The sample of the study consisted of 100 students of district Bhopal. Intact classes of ix and x were taken from the two schools in which 50 male students and 50 female students.

The tools used by researcher have been described with indices involved, method, scoring, reliability, Validity and items analysis norms etc. Standardized tool is used in this research work called “Emotional Intelligence Scale” of Vedant Publications- Balaji House, Flat No.B4, 2 Pyagpur House, Birbalsahanimarg, Lucknow- 226007. Tool is made by Anukool Hyde, Sanjyotpethe, UpinderDhar (Estd- 2001) “Emotional Intelligence scale” consists of 34 questions which measures 10 aspects of Emotional Intelligence Standardized tool is used in this research work called “Emotional Intelligence.

IV. ANALYSIS AND INTERPRETATION:

Analysis of data is a process of inspecting, and modeling data with the goal of highlighting useful information, suggesting conclusion and supporting decision making. This chapter represents the statistical analysis of data, which were collected as a sample of 100 students i.e., 50 students (25 boys and 25 girls) from “Shashakiyauchhatarmadhyamikvidyalaya”Chandbad, Bhopal (Government school). 50 students (25 boys and 25 girls) from “Hind convent higher secondary school” Naveen nagar (Private school).The sample of 100 students were taken who falls on the age group of 14-16 years.

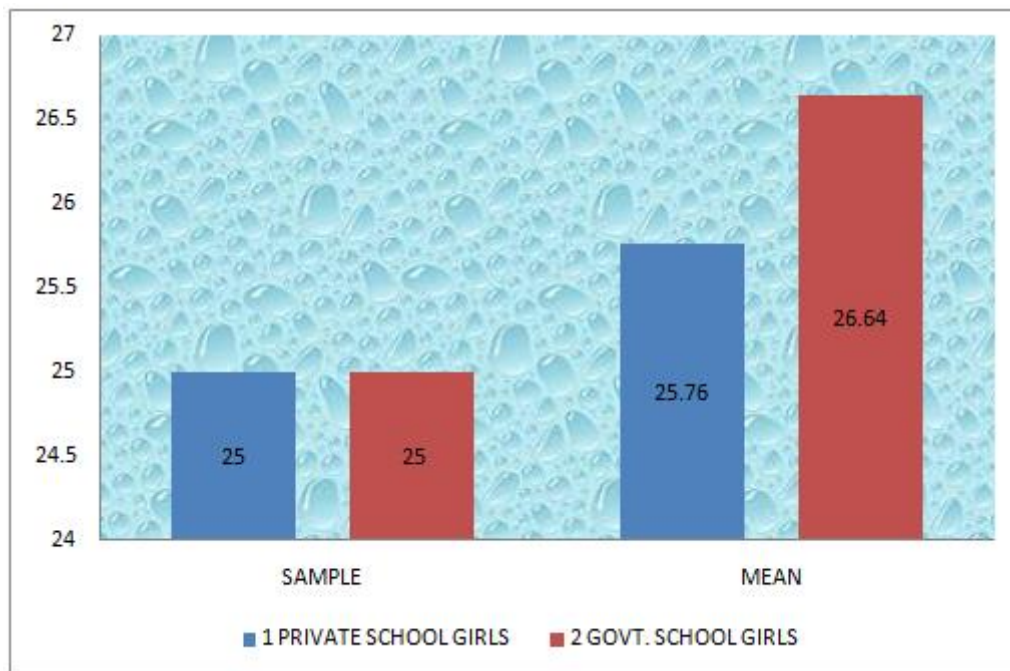
HO- There is no significant difference between the Govt. school Girls and Private school girls on the basis of Self- motivation.

Table –1

S.No.	Group	Sample	Mean	Standard Deviation	Calculated 't'- value	Table 't'- value	df	Level of significance
1.	Private school Girls	25	25.76	2.66	2.14	2.403	48	2.403**
2.	Govt. school girls	25	26.64	1.74				

At 0.01 level of significance.

Graph - 1



Interpretation - 1

As calculated value of ‘t’ was 2.14. Table values were 1.676 at 0.05 level of significance of df = 48 and 2.403 at 0.01 level of significance of df = 48. The calculated value was very high than the Table value.

So, the Null hypothesis “There is no significant difference between the Govt. school Girls and Private school girls on the basis of Self- motivation.” Is rejected.

This shows that the Self- motivation of Govt. school Girls is more than the Private school Girls.

Hypothesis – 2

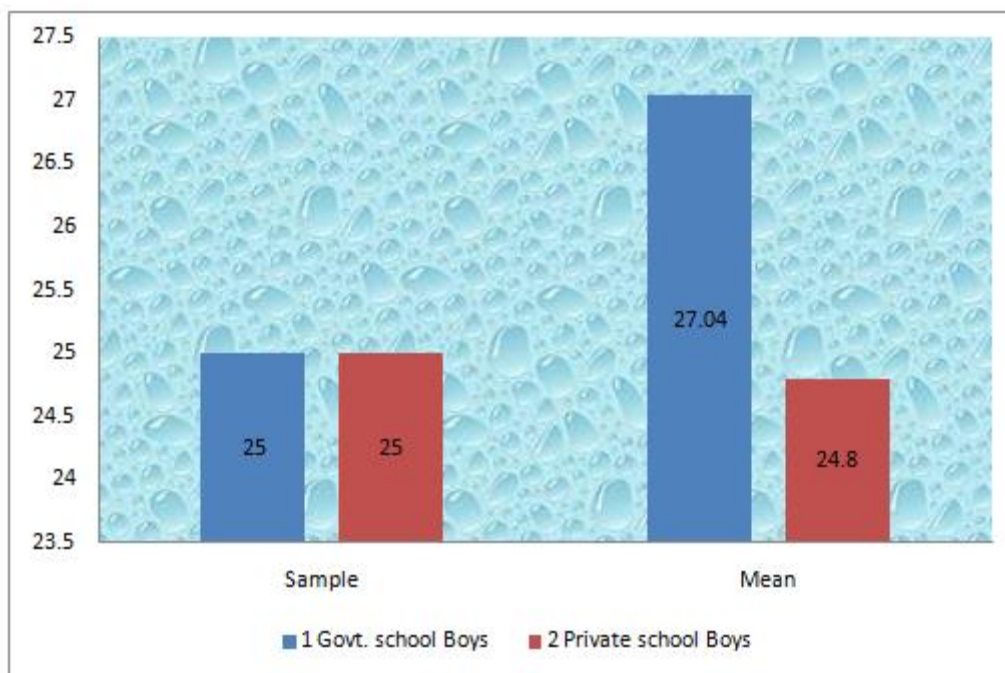
HO- There is no significant difference between the Private school boys and Govt. school boys on the basis of Self- motivation.

Table – 2

S.No.	Group	Sample	Mean	Standard Deviation	Calculated ‘t’- value	Table ‘t’- value	df	Level of significance
1.	Govt. school Boys	25	27.04	1.72	5.33	2.403	48	2.403**
2.	Private school Boys	25	24.80	3.25				

At 0.01 level of significance.

Graph - 2



Interpretation - 2

As calculated value of 't' was 5.33. Table values were 1.676 at 0.05 level of significance of df = 48 and 2.403 at 0.01 level of significance of df = 48. The calculated value was very high than the Table value.

So, the Null hypothesis “- There is no significant difference between the Private school boys and Govt. school boys on the basis of Self- motivation.” Is rejected.

This shows that the Self- motivation of Govt. school Boys is more than the Private school boys.

Hypothesis – 3

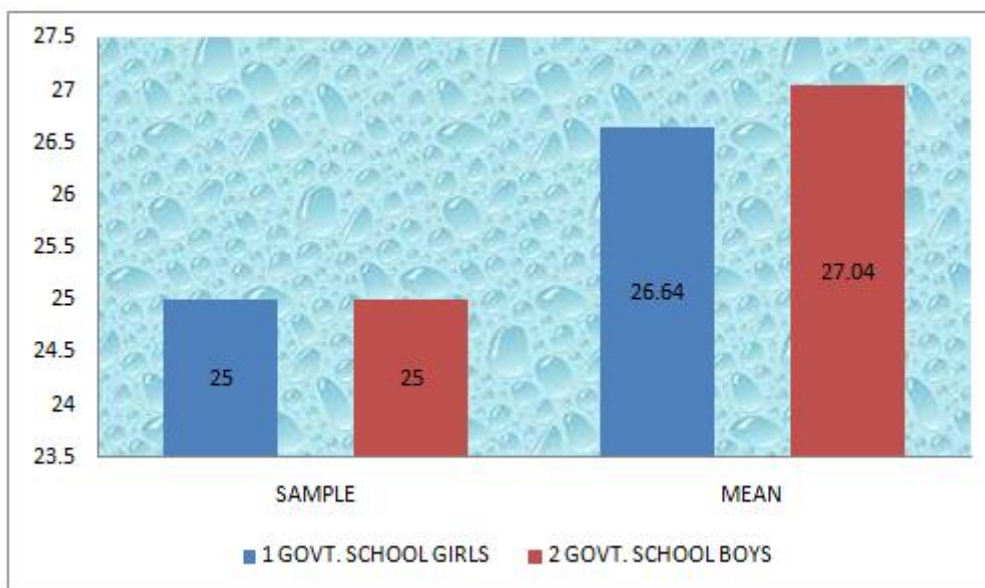
HO- There is no significant difference between the Govt. school Girls and Govt. school Boys on the basis of Self- motivation.

Table – 3

S.No.	Group	Sample	Mean	Standard Deviation	Calculated 't'- value	Table 't'- value	df	Level of significance
1.	Govt. school Girls	25	26.64	1.74	1.17	1.676	48	1.676*
2.	Govt. school Boys	25	27.04	1.72				

At 0.05 level of significance

Graph - 3



Interpretation - 3

As calculated value of 't' was 1.17. Table values were 1.676 at 0.05 level of significance of df = 48 and 2.403 at 0.01 level of significance of df = 48. The calculated value was very high than the Table value.

So, the Null hypothesis "There is no significant difference between the Govt. school Girls and Govt. school Boys on the basis of Self- motivation." Is rejected.

This shows that the Self-motivation of Govt. School Boys is more than the Govt. school Girls.

Hypothesis – 4

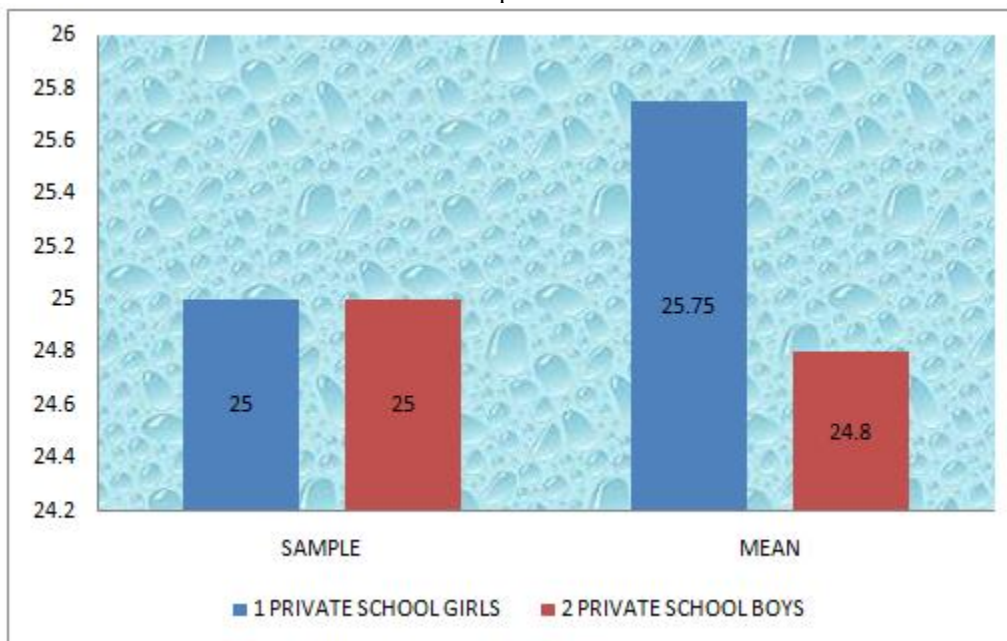
HO- There is no significant difference between the Private school Girls and Private school Boys on the basis of Self- motivation.

Table – 4

S.No.	Group	Sample	Mean	Standard Deviation	Calculated 't'- value	Table 't'- value	df	Level of significance
1.	Private school Girls	25	25.75	2.66	2*	2.403	48	1.676*
2.	Private school Boys	25	24.80	3.32				

At 0.05 level of significance.

Graph – 4



Interpretation - 4

As calculated value of t' was 2. Table values were 1.676 at 0.05 level of significance of df = 48 and 2.403 at 0.01 level of significance of df = 48. The calculated value was very high than the Table value.

So, the Null hypothesis “There is no significant difference between the Private school Girls and Private school Boys on the basis of Self- motivation.” Is rejected. This shows that Self- motivation of Private school Girls is more than the Private school Boys.

Hypothesis – 5

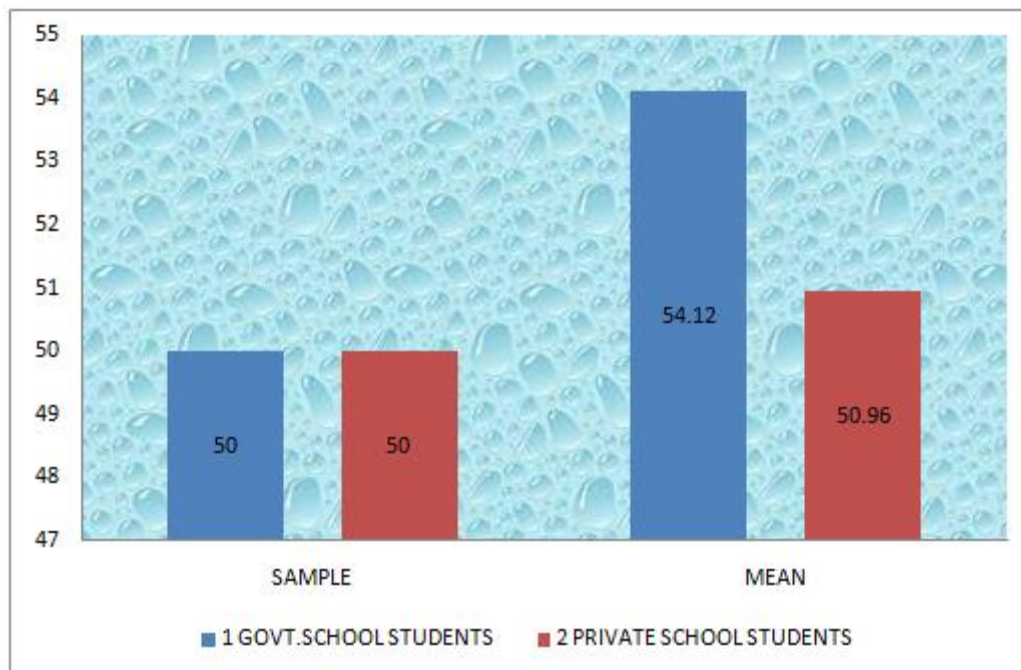
HO- There is no significant difference between the Govt. school students and Private school students on the basis of Self- motivation.

Table – 5

S.No.	Group	Sample	Mean	Standard Deviation	Calculated 't'- value	Table 't'- value	df	Level of significance
1.	Govt. school students	50	54.12	1.51	12.15	2.364	98	2.403**
2.	Govt. school students	50	50.96	2.29				

At 0.01 level of significance.

Graph - 5



Interpretation - 5

As calculated value of t' was 12.15. Table values were 1.676 at 0.05 level of significance of $df = 98$ and 2.403 at 0.01 level of significance of $df = 98$. The calculated value was very high than the Table value.

So, the Null hypothesis "There is no significant difference between the Govt. school students and Private school students on the basis of Self- motivation." Is rejected. This shows that the Self- motivation of Govt. school students is more than the Private school students.

Major findings:

This research reveals that there is significance difference in self-motivation among govt and private school students. Students at private schools were less self – motivated and they depend more on external control to become motivated as compared to the govt school students while as students of Govt School are more self- motivated for autonomous reasons. Regarding the type of school systems the results showed that govt school students were more autonomous .govt school environment potentially promotes autonomous/self- motivation through situation that leads students to feel competent to learn, and autonomous in their decision making. Some another important findings has also been done in this research:

1. Self-motivation of Govt. School students is more than the Private school students.
2. Self-motivation of Private school Girls is more than the Private school Boys.
3. Self-motivation of Govt. School Boys is more than the Govt. School Girls.
4. Self-motivation of Govt. School Boys is more than the Private school Boys.
5. Self-motivation of Govt. School Girls is more than the Private school Girls.

V. SUGGESTIONS& RECOMMENDATIONS:

In this Research, the comparisons of self- motivation among Government school students and Private school students has been done. In the field of Emotional intelligence some another research can be done in the future by taking another aspects of Emotional intelligence like Self- Awareness, Empathy, Managing relations, Integrity, Self-development, Value- orientation, Commitment, Atruistic–behavior. This research can also be done to compare the Emotional intelligence of Special students, Teachers, Rural people, urban people, Senior citizens, Adults, Adolescents etc., A researcher may also do his research on another field like, in the field of corporate sectors and Public sectors. The researcher came across many interesting ideas during the course of research. In this regard the following recommendations have been put forward for further study: The present study was limited to only English medium schools. Further study can be done on Hindi medium schools. The present study was limited to only M.P Board schools. Further study can be done on CBSE board schools and ICSE board schools. The present study was limited to only age group 14- 16 years. Further study can be done on different stages of age group. The present study was limited to only normal students. Further study can be done on special students of different age group and different disabilities. The present study was limited to only school. Further study can be done on different areas like in the College, Govt. offices, Private offices;The present study was limited to only towns. Further study can be done on urban areas and Village areas. The present study was limited to only children. Further study can be done on literate parents and illiterate parents.

VI. CONCLUSION:

The research reveals that there is a significant difference in self-motivation among govt and Private school students. The reason behind this significant difference is due to social atmosphere, Family background, different cultures, Friend circle and their upbringing. Self – motivation is considered as a prerequisite for success in academic as well as in other fields. As a learned motivation it can be fostered among our children the responsibility lies on the parents at home and teachers in the school .irrespective of the differences in the gender and the type of school the study concluded that to develop a strong desire for excellence among our students the psycho-social environment provide at home or at school must channelize and foster this strong desire.

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