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## ACADEMIC MOTIVATION AMONG RURAL AND URBAN BANGALORE STUDENTS- A COMPARATIVE STUDY

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Bangalore.

### ABSTRACT

**E**ducation is the key factor which influences the child future. Education is not just related to academic performance but it is a modification of child's behavior. Education is basically training of mind and which imparts the skills to do a better job and mold the individual to



enable him to play his part in a better way to lead his life. To success in academics, students should involve in "Trial and Error method" so that they experience the thrill of learning, something new. When students involve in a new experience, students some times get frustrated and may lose self-efficiency. Academic

motivation is discussed in term self-efficacy an individual. Academic motivation is a most important factor which influences the engagement and participation in the academic curriculum. This academic motivation also helps in identifying school dropout. It helps in identifying the influence of peers in academics success and the negative influence when a student is not succeeding in academics. Competition sometimes will have a negative influence even though he can learn a lot. Children who are not recognized may develop poor academic motivation.

**PURPOSE OF THE STUDY:** The purpose of the study is to analysis the academic motivation among students of Bangalore Urban and Rural.

**Methodology:** For this study total 60 subjects were taken has subject in that 30 students from Bangalore Rural and 30 students from Bangalore Urban were selected .Academic Achievement Motivation test scale was used to assess the academic achieve motivation . The survey method was used to collect the sample and the students were randomly picked from Bangalore Urban and Bangalore Rural. The statistics used were Mean, Median, Standard Deviation, T-test.

**Results:** Results will be disclosed in the full paper

**KEYWORDS:** *Academic Achievement Motivation.*

## INTRODUCTION

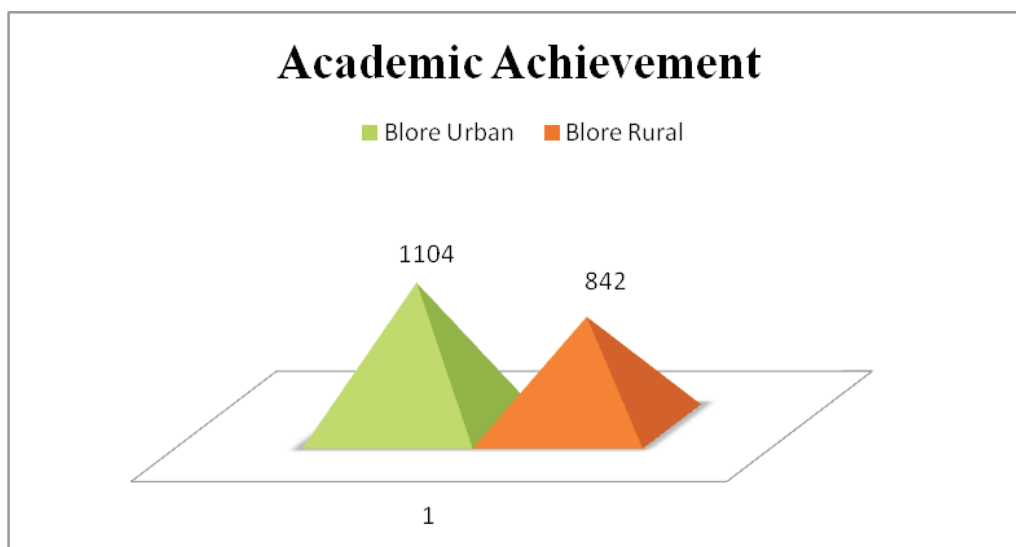
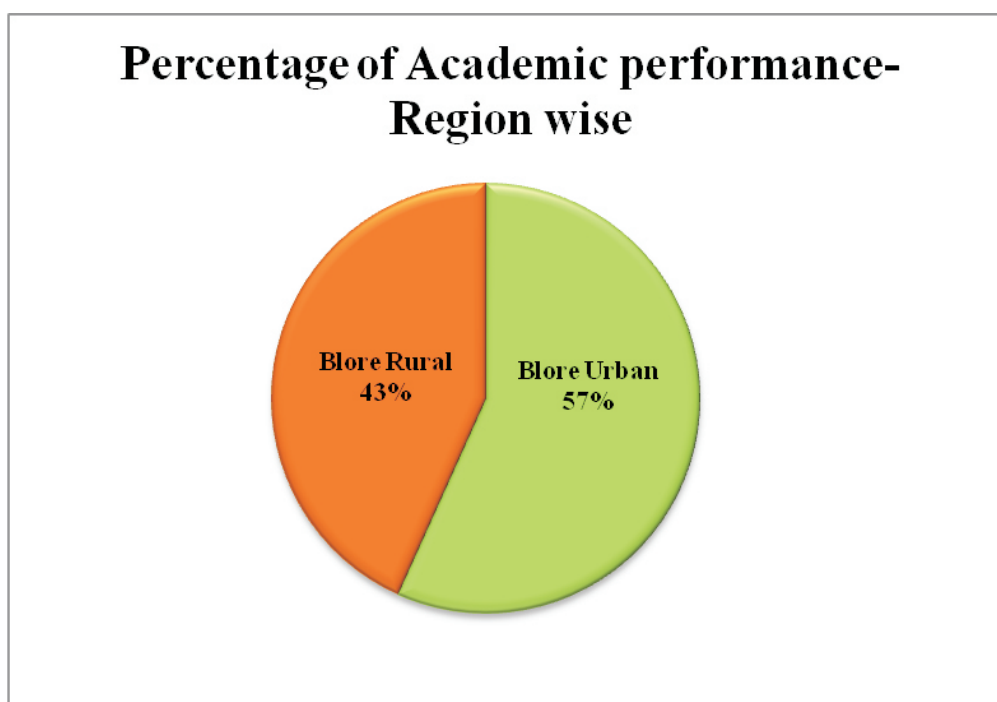
Education is the key factor which influences the child future. Education is not just related to academic performance but it is a modification of child's behavior. Education is basically training of mind and which imparts the skills to do a better job and mold the individual to enable him to play his part in a better way to lead his life. For success in academics, students should involve in "Trial and Error method" so that they experience the thrill of learning something new. When students involve in new experiences, students sometimes get frustrated and may lose self- efficiency. Academic motivation is discussed with the term 'Self-Efficiency' in an individual. Academic motivation is a most important factor which influences the engagement and participation of the student in the academic curriculum. This academic motivation also helps in identifying school dropout. Most of student-athlete show lack of motivation because it is very much difficult to balance academic achievement and academic motivation because they spent lot of time in practice to perform well in sports.<sup>1</sup>

Academic Motivation has multi-dimension, which is correlated with academic motivation and academic achievement. Educational motivation is bifurcated into many dimensional, in that four dimensions are very important to achieve academic performance those dimensions are an individual should believe in ability, specific task, and goal and emotional response. Academic motivation and academic achievement have a positive effect and interdependent. Motivation should be considered in education, which in return helps in developing learning ability, strategy and behavior.<sup>2</sup>

Academic motivation consists, self-efficiency, positive attribution and goal oriented. This academic motivation helps pupil to positive academic achievement and enhances academic performances.<sup>3</sup>

Most of the teachers get frustrated to athletes when they don't learn and teacher show one of the greatest frustration to students which is a poor sign of motivation and athletes fail in academics which lead to school dropout. The purpose of the study is to analysis the academic motivation among students of Bangalore Urban and Rural.

**Methodology:** For this study, total 60 subjects were taken as a subject in that 30 athletes' students from Bangalore Rural and 30 athlete students from Bangalore Urban were selected. The students age range from 13-16 years. Academic Achievement Motivation test scale by Dr.T.R.Sharma was used to assess the academic achievement motivation. The survey method was used to collect the sample and the students were randomly picked from Bangalore Urban and Bangalore Rural. The statics used for the study were Mean, Median, Standard Deviation and T-test.

**BAR CHART SHOWING ACADEMIC MOTIVATION OF BANGALORE URBAN AND BANGALORE RURAL****PIE GRAPH OF ACADEMIC MOTIVATION OF BANGALORE RURAL AND BANGALORE URBAN****TABLE-1**

Groups	No. of Subjects	Total	Mean	Median	Standard Deviation	T-Test	Percentage
Bangalore Urban	30	1104	36.8	32.43	6.18	2.05	57%
Bangalore Rural	30	842	28.07				43%

**From Table- 1**

It was found that the obtained mean value is 36.8 and 28.07 and Standard deviation is 6.18. The obtained t-test of academic achievement motivation of Bangalore urban and Bangalore rural is 2.05.

**Discussion on Academic Achievement Motivation**

The study shows that there is a high academic achievement motivation in Bangalore urban when compared to Bangalore rural. Bangalore urban has 57% academic motivation and Bangalore rural has 43% of academic motivation. Bangalore urban students are 14% highly been motivated than Bangalore rural.

**RECOMMENDATIONS**

- + Teachers should not give negative feedback to athletes students, which lows Self-Esteem of athletes students and lead to poor performance in academics.
- + The study should be conducted to identify the strength and less fear of failure.
- + Physical education DIRECTORS coaches should evaluate the ACADEMIC ACHIEVEMENT MOTIVATION of Athletes at least twice a year before going for the competition and exam.
- + Motivation skills should be developed among teachers so that development would continuously increase during character of adulthood at a slow rate.

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