

Effect of online and offline class on achievement motivation of the school students

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Abstract: Purpose : Purpose of the study to investigation of effect of online and offline class on achievement motivation of the school students of KV Baripada, Bhubaneswar, India. Method: For this study 40 school students from KV Baripada were selected on basis of random sampling method. The age of subjects ranged between 14-17 years. To obtain data from subjects Achievement Motivation Questionnaires developed by Dr (Mrs.) Pratibha Deo & Asha Mohan used. To analysis of data statistical T Ratio used. The level of significant was set to 0.05. Result: As per analysis of data mean of offline classes (99.7) were significantly higher than online classes (99.4). Conclusion: On the basis of analysis data and limitation of study the conclusion has been drawn that offline classes are better for students achievement in comparison of online classes.

Key Words: Educational Psychology, Motivation, COVID 19, School students

1. INTRODUCTION:

Whole world was going through a pandemic situation due to COVID -19 worldwide social distancing and lockdown policies were implemented. This affect the people's daily activity, it confined them at their home. So, various new policies had come into existence like for office worker- 'work from home', for students 'online classes'. This change was not bounded only in the corporate sector it had putted a massive impact on educational sector also. Most of the institutions, schools, universities had started their classes through virtual mode. So, students were doing online classes from their home. This affects their physical, mental social wellbeing. Children (age 14-16years) learn most of the things from the peer group involvement. Also, they can excel themselves by creating a healthy competitive environment inside the school. But by doing online classes they cannot interact with others physically. It may reduce their desire or driven force to achieve excellence. This desire to achieve success or excellence is called achievement motivation.

According to Monte and Lifrieri (1973), these students may have the desire to achieve, and the capacity to accomplish the task, but they may not able to recognize the value of that work, Others may not confident themselves to accomplish required task, so they do not even begin. Atkinson and Feather (1966) describe this rational as Achievement Motivation. It is typically a non-conscious process in which a decision how to act or no to act is made. Spence (1983) and Wlodkowski (1985) state achievement can often bring benefits, and failure can often bring shame. Motivation is the primary driven force for all of our work. Motivation reflects the dynamics of our behavior, which is based on our needs, desires, and ambitions in life. Achievement motivation is based on desire to achieve success and all of our aspirations in life. Achievement goals can affect the way a person performs a task and represent a desire to show competence (Harackiewicz, Barron, Carter, Lehto, & Elliot, 1997).

Now, at present situation vaccination has being start, lockdown policies are being relaxed, most of the school authorities allow the students to schools for regular classes. So, after ten months of online classes the schools are being opening. It may put a great impact on student's mental wellbeing and achievement motivational behavior.

The following factor were classified as cues of achievement imagery all these factors were accept for providing the bases to prepare the items of the scale of achievement motivation.

D): ACADEMIC FACTOR

- Academic Motivation.
- Need Achievement
- Importance of grades or marks
- Meaningfulness of daily school/college task

Academic Challenge

- Relevance of school /college to future goals
- Attitude toward teachers
- Work Method
- College concern for the individual
- Warmth of interpersonal relations
- Implementation of educational objectives

II) FACTOR OF GENERAL FIELD OF INTERSET

- sport & athletics
- fine art dramatics.
- dancing.
- music and Painting
- cross country race

III) SOCIAL INTREST

- Organizing & Participating in social activities.
- Arranging exhibition, social function etc.

2. METHODOLOGY:

Aim of the study effect of online and offline classes on achievement motivation among school children. Following objectives were decided to achieve aim.

- To study achievement motivation level of school children on online classes.
- To study the achievement motivation level of school children on offline classes.
- To suggest the achievement motivation to the school children.

Hypothesis

There is a no significant no difference of achievement motivation among school children while they do online and offline classes.

Selection of subjects-

For the purpose of this study all the subjects was selected from Kendriya Vidyalaya no. 1 Baripada, on the basis of simple random sampling among 100 students 40 students had been selected from class 10th of age group (14-16) years.

Tool used- Achievement Motivation Questionnaires

Description of the test

The achievement motivation test was developed by Dr (Mrs.) Pratibha Deo & Asha Mohan was used to know the achievement motivation if the student the invent contain 50 items on 5 points always, rarely, never, sometime, frequently, there are some positive & negative score 13 are negative & 31 are positive items, the negative items is to be scored as 0,1,2,3,&4. For the positive items is to be scored 4,3,2 ,1 & 0 for the respectively categories that are given above the total score is the summation of all the positive & negative items scores the minimum score obtained can be zero (0) & the maximum can be 200, other scores in between.

Procedure

At first experimenter approached to the students and started conversation to build a report with the children through online mode. At first, the school children were briefed about the questionnaire and the how to fill it through google form. Then the researcher told the students the purpose of the test assuring them that the responses obtained by the test will be kept confidential. Doubts raised by the students were answered frankly. After that questionnaire link had shared through email ID. Student were given their responses and submit it through google form. Next the researcher approached the students and started conversation to build up a report through offline mode inside the class room environment. Before the test started, experimenter made the students keep their books, note books aside /inside the desk, and also ensured that the respondent had pencil/pen. Then the test booklet of achievement motivation inventory to the student the response booklets be filled in one by one, by the subjects after the following instruction were given to them at offline and online mode.

The instructions were as follows:

This is an achievement motivation inventory there are 50 items in it against each item there are 5 response you have to read each items carefully and respond to it by marking/ click the (tick) mark in any of the 5 response given against that item, which you think. There is no right & wrong answer try to give response according to what you feel.

Your answer will be kept confidential then the example given on the inventory was explained. Students have to answer each question.

The above instruction were clearly read. The instructors ensured that the instructions had been understood correctly by all the student. The experimenter started supervising the group by taking rounds in the room to make sure that all are responding in a desired way.

Scoring

Two stencil keys are to be use one for positive item and one for negative item, a positive item carry a weight of 4,3,2,1 0 respectively for the categories of always frequently' sometime rarely, never 'the negative items is to be scored 0, 1, 2, 3 & 4. for the same categories for the same items.

Statistical analysis

To analyses the score statistically T-Ratio had used.

3. RESULT :

TABLE - 1
Descriptive statistics of offline and online class data (N=100)

SCHOOL	MEAN	SD
PRE-SCORE (ONLINE CLASSES)	99.4	9.690
POST-SCORE (OFFLINE CLASSES)	99.7	12.170
T- Ratio- 0.598		

4. DISCUSSION:

From table 1 it is indicated there were significant different among online classes and offline classes on achievement motivation of school children. Offline class (post- data) mean is found to be 99.4, were as for the online class (pre-data) 97.7, standard deviation for the offline classes is 9.690 & for the offline class standard deviation is found to be 12.170. These finding suggest that mean is found to be similar for both online and offline classes these indicate that there is no significant difference among both mode of class (pre-&post). Apart from effect of online classes but influence of achievement motivation, school environment, peer group study and study habits on academic achievement of secondary school students may be the reason. Both online and offline classes have similar education program schedule.

5. CONCLUSION:

As there is a insignificant different between online and offline classes the null hypothesis is rejected.

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