Achievement In English Of Eigth Grade Madrasah Students Of West Bengal As Function Of Achievement Motivation

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ARTICLE INFO	ABSTRACT
	Motivation, often referred to as "drive," plays a pivotal role in guiding students toward achieving their academic and personal goals. Rooted in emotions and goal-oriented behavior, motivation can originate internally or externally, depending on individual perception. Academic achievement, particularly within the context of marginalized communities, is greatly influenced by such motivational factors. This study focuses on the achievement motivation and academic performance of Madrasah secondary school students in selected districts of West Bengal, specifically in the area of English grammar. The study seeks to explore both intrinsic and extrinsic factors affecting these students' academic performance. It highlights critical socio-economic and educational disadvantages that contribute to underachievement among Muslim students, including poor home conditions, low parental education, overcrowding, and malnutrition. The findings of the Sachar Committee Report serve as a foundation to understand the systemic barriers faced by Muslim students, particularly the low enrollment and high dropout rates. This research aims to contribute to a better understanding of how achievement motivation interacts with socio-cultural and economic contexts to shape educational outcomes, ultimately offering suggestions for educational policy and intervention.

INTRODUCTION:

Drive is one of the most important factors that get directions/guide to the students to reach their goals. It (drive) is known as Motivation. Motivation is depend on human emotions and achievement related goals. Its may come from an internal or external source. The individual adjudicate (determines) this.

Academic life is one of the most important sectors (aspects) of our lives that have a high influence on other sectors (aspects) of life. Achievement motivation is depend on reaching success and achieving all of our aspirations in life. Achievement motivation is "a pattern of planning of actions and of feelings connected with striving to achieve some internalized standard of excellence, as contrasted for example, will power or friendship".

The present study has been formulated primarily to provide a comprehensive analysis of academic achievement of Madrasah Secondary School students of some district of West Bengal in the area of few grammatical rules in English. There are some possible causes of backwardness of Muslims students. Like home conditions, lack of accommodation, overcrowding, uneducated parents, material and familial conditions, general health-malnutrition, economical conditions of parents, parental education etc.

According to 'Sachar Committee Report' "one-fourth of Muslim children in the age group of 6-14 years have either never attended school or are drop-outs. For children above the age of 17 years, the educational attainment of Muslims at matriculation is 17%, as against national average at 26%. Only 50% of Muslims who complete middle school are likely to complete secondary education, compared to 62% at national level". The Report has also drawn attention to the low levels of educational attainment among Muslim women, Muslims in rural areas as well as in technical and higher education. The High Level Committee under the Chairmanship of Justice Rajinder Sachar has also made a number of recommendations for improvement of the educational

status of the Muslim communities. Further, the High Level Committee under the Chairmanship of Shri Mohd. A.A. Fatmi, the then Minister of State in the Ministry of HRD has also formulated a plan of action on the findings of the report of the Justice Sachar Committee.[1]

NEED OF THE STUDY:

In recent years educational backwardness has crept in as a thrust area in educational research. With the development of educational facilities the problem is growing up notwithstanding the steps taken by the Government. Among the school subjects, English creates a phobia even to the general secondary school students and it is too fatal for Muslim secondary school students. And that is why mathematics plays an important role in the educational backwardness of Muslims secondary school students. The present researcher undertakes the specific area of English as fundamental work of her project. Being a research scholar of education, this substantial and mention worthy work has inspired to undertake the study for the present purpose

Ministry of Human Resource Development has also constituted a National Monitoring Committee on Minorities' Education (NMCME) under the Chairmanship of Hon'ble Minister of Human Resource Development. A Standing Committee under the chairmanship of Shri Siraj Hussain, IAS, Additional Secretary, Government of India and former Vice-Chancellor, Jamia Hamdard has also been constituted to address issues relating to educational empowerment of minorities.

Source: [1]Link to Sachar Committee Report)
[2]http://mhrd.gov.in/educational-development-minorities

SOME RELATED STUDIES:

Related studies helped the investigator with important guidelines to select the problem. The present has related the following researcher work which has relevance to this study.

Emannuel and others (2014) explored the relationship between achievement motivation, academic self-concept and academic achievement of high school students. The study investigated the students profile to ascertain the levels of achievement motivation, self-concept, and their academic achievement. A total of 120 students selected for this study. The results showed that, majority of the high school students were highly motivated, have high self-concept and performed well in the Mathematics Achievement test.

Okoro,C.C. & Nsisong,U.A.(2014) investigated academic achievement motivation and attitude of secondary school as students towards examination malpractice in Uyo Metropolis, it was found that there exists no difference in male female senior secondary school students in Uyo metropolis. They are both on level playing ground.

Quarisy and Turki (2011) indicated that self-concept and achievement motivation of high creative male and female adolescents is less than the low creative male and female adolescents. Self-concept and Achievement motivation of low creative male and female adolescents is less than the average and is greater than the high creative male and female adolescents.

Kulwindar sing (2011) investigated Study of Achievement Motivation in Relation to Academic Achievement of Students.

Adsul and Kamble (2008) investigated the effects of gender, economic background and caste differences on achievement motivation possessed by college students on the basis of societal transformation. The result showed that there is a significant difference between scheduled caste and Nomadic tribes, scheduled caste and other backward castes students and between male and female students.

Brunietal (2006) investigated the relationship between academic achievement and demographic and psychology factors. The main finding of the study aimed significant differences between males and females. According to this investigation, females had higher academic achievement as compared to males.

Chitra, Thiagarajan and Krishnan (1994), in their research work, "Psycho-social educational factors of Scheduled Caste students in higher secondary schools" studied six psychosocial factors that could augment the educational achievement, prestige and socio-economic status (SES) among Scheduled Caste (SC) communities. The factors studied were: personality, intelligence, occupational aspiration, SES, Social distance, and awareness of facilities. The personality traits of 104 SC girl students and 100 Non-Scheduled Caste (NSC) girl students pursuing a higher secondary course were assessed. SC samples differed from the NSC group only in their SES, and all six psycho-social factors were equally responsible for the academic achievement in both the groups. It was concluded that education caused positive change in personality, intelligence, and occupational aspiration by narrowing down the gap between the two groups.

OBJECTIVES OF THE STUDY:

The present study has the following objectives;
I.   To study if Boys and Girls belonging to Madrasah students studying at eighth grade differ in the majors of Achievement in English and Achievement Motivation.
II. To compare the criterion groups with respect to their performance in Achievement Motivation Inventory.

HYPOTHESIS OF THE STUDY:

The following hypothesis are;
H_1 : There is significant mean difference between Boys and Girls of Urban eigth grade students in Academic Achievement.
H_2 : There is significant mean difference between Boys and Girls of Rural eigth grade students in Academic Achievement.
H_3 : There is significant mean difference between Urban Boys and Rural Boys in Academic Achievement of eigth grade Madrasah students in West Bengal.
H_4 : There is significant mean difference between Urban Girls and Rural Girls in Academic Achievement of eigth grade Madrasah students in West Bengal.
H_5 : There is significant mean difference between Urban students and Rural students in Academic Achievement of eigth grade Madrasah students in West Bengal.
H_6: There is significant mean difference between Boys and Girls of Urban eigth grade Madrasah students in Achievement Motivation.
H_7 : There is significant mean difference between Boys and Girls of Rural eigth grade Madrasah students in Achievement Motivation.
H_8 : There is significant mean difference between Urban Boys and Rural Boys in of eigth Achievement Motivation grade Madrasah students in West Bengal.
H_9 : There is significant mean difference between Urban Girls and Rural Girls in   Achievement Motivation of eigth grade Madrasah students in West Bengal.
H_{10} : There is significant mean difference between Urban students and Rural students in Achievement Motivation of eigth grade Madrasah students in West Bengal.

TOOLS OF THE STUDY:

The investigator has selected two variables for this present paper such as:
 i) Academic Achievement and ii) Achievement Motivation.

VARIABLES:

- Dependent variable – Academic Achievement
- Independent variable– Achievement Motivation.

POPULATION AND SAMPLE:

Table 1: Brief description of sample distribution

Name of the School	District	Area (rural/ urban)	Total No.of Student	Male	Female
Katia Saha Rajila Ali Sr.Madrasha	North 24 Pgs	Rural	34	19	15
Fulbari Aminia High Madrasha	North 24 Pgs	Urban	38	15	23
Bhangar A.H. High Madrasha	South 24 Pgs	Rural	58	35	23
Danga High Madrasha	South 24 Pgs	Urban	50	30	20
Aurangabad High Madrasha	Murshidabad	Rural	32	–	32
Bhabta hasina Memorial High Madrasha	Murshidabad	Rural	42	–	42
Basirhat Aminia Senior High Madrasha	North 24 Pgs	Urban	36	27	9
Chengail HighMadrasha	Howrah	Urban	100	40	60
Swarupnagar Osia HighMadrasha	North 24 Pgs	Rural	31	31	–
Rajapur Darus Salam Senior Madrasha	North 24 Pgs	Rural	27	27	–
Total number of student	**–**	**–**	**448**	**224**	**224**

TERMS DEFINED:

Academic Achievement:
 Crow and Crow (1969): "Academic achievement" means the extent to which the learner is profiting from instruction in the given area of learning. Achievement is reflected by the extent to which skill of knowledge has been acquired by a person through the training imparted to him".

Dictionary of Education-John Bellingham (2002): A measure of knowledge gained in formal education usually indicated by test scores, grade point, average and degrees.

Achievement Motivation:

McClelland, Atkinson, Clark, & Lowell (1953): Achievement motivation is affect in connection with evaluated performance in which competition with a standard of excellence was paramount.
Dev and Anand (1979) "Achievement Motivation is a desire to do well relative to some
standard of excellence."
Colman, A.M. (2001) has defined achievement motivation as a social form of motivation involving a competitive desire to meet standards of excellence.

ASSUMPTIONS OF THE STUDY:

The following were the assumptions for the present study
a) Academic achievement is a complex behavior of the learner influenced by various cognitive and non-cognitive variables.
b) Academic achievement in English is definable and measurable environment, both physical and psycho-social plays an important role shaping achievement behaviors of the pupils.
c) General intelligence is definable and measurable.
d) Pupils student can state reliably whether they belong to rural and urban area.
e) Relationship of the major of achievement in English with achievement motivation in respective case is linear.
f) Randomization is a process of control of variables.

METHODOLOGY OF THE STUDY:

As the method of investigation is designed on the basis of the problem, objectives and hypotheses formulated in the present study the investigator has reasoned out that a descriptive survey approach under quantitative paradigm is the best feasible approach. In this present study the investigator is planned to verify hypotheses using suitable tools and appropriate statistics for data processing.
The variables involved in this descriptive survey are:
Sex: Male and Female,
Residence: Rural and Urban,
Academic Achievement,
Achievement Motivation.
In this present study investigator purposively selected six Bengali medium Madrasah Secondary Schools from three districts (North 24pgs, South 24pgs, Howrah) of West Bengal (India) duly recognized by the West Bengal Madrasah Board of Education.

TESTING OF HYPOTHESIS AND INTEPRETATION:

H_{01} : There is no significant mean difference between eighth grade Urban Madrasha Boys and Girls in the measures of Academic Achievement.

Variables	N	M	SD	SE_D	df	t
Urban Boys	112	9.16	2.32	0.37	222	4.62**
Urban Girls	112	10.86	3.12			

**Significant at 0.01 level.

Analysis: The 't' value of H_{01} hypothesis is 4.62 which is significant at 0.01 level. So the null hypothesis is rejected.

Interpretation: As the table value was significant and the alternative hypothesis (H_1) was accepted. So, it can be interpreted that there exists mean difference of Academic Achievement of English between Urban Boys and Urban Girls.

H_{02} :There is no significant mean difference between eighth grade Rural Madrasha Boys and Girls in the measures of Academic Achievement.

Variables	N	M	SD	SE_D	df	t
Rural Boys	112	11.85	4.09	0.51	222	1.98*
Rural Girls	112	12.85	3.45			

*Significant at 0.05 level.

Analysis: The 't' value of H_{02} hypothesis is 1.98 which is significant at 0.05 level. So the null hypothesis is rejected.

Interpretation: As the table value was significant and the alternative hypothesis (H_2) was accepted. So, it can be interpreted that there exists mean difference of Academic Achievement of English between Rural Madrasha Boys and Girls

H_{03} :There is no significant mean difference between eighth grade Urban Madrasha Boys and Rural Madrasha Girls in the measures of Academic Achievement.

Variables	N	M	SD	SE$_D$	df	t
Urban Boys	112	9.16	2.32	0.39	222	9.38**
Rural Girls	112	12.85	3.45			

**Significant at 0.01 level.

Analysis: The 't' value of H_{03} hypothesis is 9.38. This is significant at 0.01 level. So the null hypothesis is rejected.

Interpretation: As the table value was significant and the alternative hypothesis (H_3) was accepted. So, it can be interpreted that there exists mean difference of Academic Achievement of English between Urban Madrasha Boys and Rural Madrasha Girls.

H_{04} :There is no significant mean difference between eighth grade Urban Madrasha Girls and Rural Madrasha Girls in the measures of Academic Achievement.

Variables	N	M	SD	SE$_D$	df	T
Urban Girls	112	10.86	3.12	0.44	222	4.53**
Rural Girls	112	12.85	3.45			

**Significant at 0.01 level.

Analysis: The 't' value of H_{04} hypothesis is 4.53. This is significant at 0.01 level. So the null hypothesis is rejected.

Interpretation: As the table value was significant and the alternative hypothesis (H_4) was accepted. So, it can be interpreted that there exists mean difference of Academic Achievement of English between Urban Madrasha Girls and Rural Madrasha Girls.

H_{05} :There is no significant mean difference between eighth grade Total Urban Madrasha students and Total Rural Madrasha students in the measures of Academic Achievement.

Variables	N	M	SD	SE$_D$	df	t
Total Urban Students	224	10.01	2.87	0.32	446	7.34**
Total Rural Students	224	12.35	3.81			

**Significant at 0.01 level.

Analysis: The 't' value of H_{05} hypothesis is 7.34. This is significant at 0.01 level. So the null hypothesis is rejected.

Interpretation: As the table value was significant and the alternative hypothesis (H_5) was accepted. So, it can be interpreted that there exists mean difference of Academic Achievement of English between Total Urban Madrasha students and Total Rural Madrasha students.

H_{06} : There is no significant mean difference between eighth grade Urban Boys and Girls in the measures of Academic Motivation.

Variables	N	M	SD	SE$_D$	df	t
Urban Boys	112	46.60	12.09	1.31	222	7.29**
Urban Girls	112	56.15	6.79			

**Significant at 0.01 level.

Analysis: The 't' value of H_{06} hypothesis is 7.29. This is significant at 0.01 level. So the null hypothesis is rejected.

Interpretation: As the table value was significant and the alternative hypothesis (H_6) was accepted. So, it can be interpreted that there exists mean difference of Academic Motivation between Urban Madrasha Boys and Girls.

H_{07} : There is no significant mean difference between eighth grade Rural Madrasha Boys and Girls in the measures of Academic Motivation.

Variables	N	M	SD	SE$_D$	df	t
Rural Boys	112	53.89	9.73	1.29	222	0.07NS
Rural Girls	112	53.80	9.61			

NS = Not Significant.

Analysis: The 't' value of H_{07} hypothesis is 0.07. This is not significant. So the null hypothesis is accepted.

Interpretation: As the table value was not significant and the alternative hypothesis (H_7) was rejected. So, it can be interpreted that there exists mean difference of Academic Motivationbetween Rural Madrasha Boys and Girls.

H_{08} : There is no significant mean difference between eighth grade Urban Madrasha Boys and Rural Madrasha Boys in the measures of Academic Motivation.

Variables	N	M	SD	SE$_D$	df	t
Urban Boys	112	46.60	12.09	1.47	222	4.97**
Rural Boys	112	53.89	9.73			

**Significant at 0.01 level.

Analysis: The't' value of H_{08} hypothesis is 4.97. This is significant at 0.01 level. So the null hypothesis is rejected.

Interpretation: As the table value was significant and the alternative hypothesis (H_8) was accepted. So, it can be interpreted that there exists mean difference of Academic Motivation between Urban Madrasha Boys and Rural Madrasha Boys.

H_{09} : There is no significant mean difference between eighth grade Urban Madrasha Girls and Rural Madrasha Girls in the measures of Academic Motivation.

Variables	N	M	SD	SE$_D$	df	t
Urban Girls	112	56.15	6.79	1.11	222	2.11**
Rural Girls	112	53.80	9.61			

**Significant at 0.01 level.

Analysis: The 't' value of H_{09} hypothesis is 2.11. This is significant at 0.01 level. So the null hypothesis is rejected.

Interpretation: As the table value was significant and the alternative hypothesis (H_9) was accepted. So, it can be interpreted that there exists mean difference of Academic Motivation between Urban Madrasha Girls and Rural Madrasha Girls.

H_{10} : There is no significant mean difference between eighth grade Total Urban Madrasha students and Total Rural Madrasha students in the measures of Academic Motivation.

Variables	N	M	SD	SE$_D$	df	t
Total Urban students	224	51.38	10.89	0.97	446	2.54*
Total Rural students	224	53.85	9.65			

*Significant at 0.05 level.

Analysis: The't' value of H_{10} hypothesis is 2.54. This is significant at 0.05 level. So the null hypothesis is rejected.

Interpretation: As the table value was significant and the alternative hypothesis (H_{10}) was accepted. So, it can be interpreted that there exists mean difference of Academic Motivation between Total Urban Madrasha students and Total Rural Madrasha students.

CONCLUSION:

In conclusion, motivation—both intrinsic and extrinsic—is a crucial determinant of students' academic achievement, especially within marginalized educational settings like Madrasahs. The performance of Muslim students in West Bengal is shaped not only by individual motivation but also by broader socio-economic and cultural challenges, including poor living conditions, lack of parental education, and limited access to resources. The findings of the Sachar Committee highlight these systemic issues, calling for targeted educational reforms and support mechanisms. Addressing these barriers is essential for improving the academic outcomes and overall development of students from disadvantaged communities.

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