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A STUDY OF E-LEARNING AMONG SENIOR SECONDARY STUDENTS RELATION TO THEIR EDUCATIONAL MOTIVATION ON URBAN AND RURAL BASIS IN UDHAM SINGH NAGAR DISTRICT

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Abstract

Academic motivation is the fuel that powers a student's journey toward educational achievement. It is the reason or inspiration behind why students put effort into studying, completing assignments, attending classes, and striving for academic success. The present research study aims to investigate the e-learning Among Senior Secondary Students Relation to Their Educational Motivation on Urban and Rural Basis in Udham Singh Nagar District. among senior secondary students of Udham Singh Nagar district, with a specific focus on the differences between urban and rural settings. Educational motivation plays a crucial role in shaping students' academic engagement, performance, and future aspirations. This study adopts a comparative survey method to assess and analyze the level of motivation among students based on their geographical location. A representative sample of higher secondary students from both urban and rural schools was selected using stratified random sampling. Standardized tools were employed to measure various dimensions of educational motivation. The data were statistically analyzed to identify significant differences, if any, between the two groups. The findings reveal insightful patterns in the motivational levels of students across urban and rural backgrounds, highlighting socio-economic, infrastructural, and environmental factors influencing these differences. The study concludes with recommendations for educators, policymakers, and stakeholders to design targeted interventions aimed at enhancing educational motivation, particularly in rural areas.

Keywords: E-Learning, Academic Motivation, Rural, Urban, and Academic Success.

Introduction

E-learning (short for electronic learning) refers to the process of acquiring knowledge, skills, or training through digital technologies such as computers, smartphones, tablets, and the internet. It involves delivering educational content and facilitating learning anytime, anywhere using online platforms, multimedia resources, virtual classrooms, and interactive tools. E-learning is a form of education in which the delivery of instruction, interaction, and assessment is facilitated through digital technologies, such as computers, mobile devices, and internet-based platforms. It enables learners to access educational content synchronously or asynchronously, often incorporating multimedia elements, interactive tools, and virtual environments to enhance engagement and effectiveness. E-learning supports self-paced, flexible, and location-independent learning, making it a significant component of modern education systems. It can include-Online courses and video lectures, Interactive quizzes and simulations, Learning management systems (LMS) and Virtual and blended classrooms.

In simple terms -E-learning means learning with the help of electronic devices and the internet, without being physically present in a traditional classroom.

Educational motivation refers to the internal drive or external influence that stimulates a learner's desire to engage in learning activities, persist in academic efforts, and achieve educational goals. It is a psychological force that directs and sustains a student's behavior towards learning, academic performance, and personal development.



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Educational Motivation-

Educational motivation refers to the internal drive or external encouragement that inspires students to engage in learning activities, persist in their studies, and strive to achieve academic goals. It involves- desire to learn – curiosity, interest, and willingness to acquire new knowledge, persistence – continuing efforts despite difficulties or challenges and goal orientation– working toward specific academic achievements.

In short, educational motivation is what pushes and guides learners to put in effort, focus on learning tasks, and succeed in education — whether that drive comes from within (intrinsic motivation) or from outside factors like rewards, recognition, or parental expectations (extrinsic motivation).

Motivation in education can be of two types- first is intrinsic Motivation: When students engage in learning out of interest, curiosity, or personal satisfaction and second is extrinsic Motivation- when students are motivated by external rewards such as grades, praise, or avoiding punishment.

Educational motivation is critical for higher secondary students (typically ages 16–18) as it directly influences their academic performance, personal development, and future opportunities. Motivated students are more likely to engage with their studies, attend classes regularly, complete assignments, and perform better in exams. Motivation drives persistence, helping them overcome challenges in complex subjects like math, science, or literature. Higher secondary education is a pivotal stage where students prepare for college or careers. Motivation helps them set clear goals (e.g., pursuing a specific degree or profession) and stay focused amidst distractions, such as peer pressure or social media. Motivation fosters a belief in their abilities, encouraging students to tackle difficult tasks and recover from setbacks. This builds resilience, which is essential for navigating competitive environments like entrance exams or job interviews. Motivated students are more likely to develop critical skills like time management, problem-solving, and critical thinking. These skills are vital for higher education and professional success. A motivated mindset reduces stress and anxiety by providing a sense of purpose. It helps students view challenges as opportunities rather than obstacles, promoting a positive outlook. Motivation at this stage shapes lifelong habits like curiosity, discipline, and a growth mindset. It prepares students for the demands of higher education, vocational training, or the workforce. Both types are important, but fostering intrinsic motivation is key for sustained engagement, especially when external rewards are absent.

Factors Influencing Motivation

Supportive Environment: Teachers, parents, and peers who encourage and provide resources boost motivation.

Relevant Curriculum: Subjects aligned with students' interests or career goals increase engagement.

Clear Goals: Understanding the purpose of education (e.g., securing a dream job) keeps students driven.

Positive Feedback: Recognition of effort and progress reinforces their desire to learn.

Educational motivation empowers higher secondary students to excel academically, build essential skills, and prepare for future challenges. It's a foundation for lifelong learning and success. In conclusion, educational motivation is a critical factor in student success. It not only impacts academic achievement but also shapes the overall attitude, behavior, and growth of learners. Therefore, teachers, parents, and educational systems must foster a motivating environment that encourages all learners to thrive.



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Objectives of the Study

To measure the e-learning Among Senior Secondary Students Relation to Their Educational Motivation on Urban and Rural Basis in Udham Singh Nagar District.

Hypothesis

H₀ (Null Hypothesis): There is no significant difference in the e-learning Among Senior Secondary Students Relation to Their Educational Motivation on Urban and Rural Basis in Udham Singh Nagar District.

Methodology

Research Design:

The study adopts a descriptive survey method to compare the academic motivation levels across genders.

Sample:

A sample of 400 students (255 Rural and 145 Urban) was selected randomly from various higher secondary schools of Udham Singh Nagar district.

Tool Used:

A standardized Academic Motivation Scale was used for collecting data. The scale is reliable and valid for assessing academic motivation levels in secondary-level students.

Statistical Techniques:

Mean, Standard Deviation (SD), and t-test were used for data analysis.

Table No-1

Educational motivation of higher secondary students on urban and rural basis.

Group	sample	Mean	Standard Deviation	t	Level of significance (0.05)
Rural	255	41.4235	6.61609	3.2752	No significance difference.
Urban	145	43.6621	6.54601		



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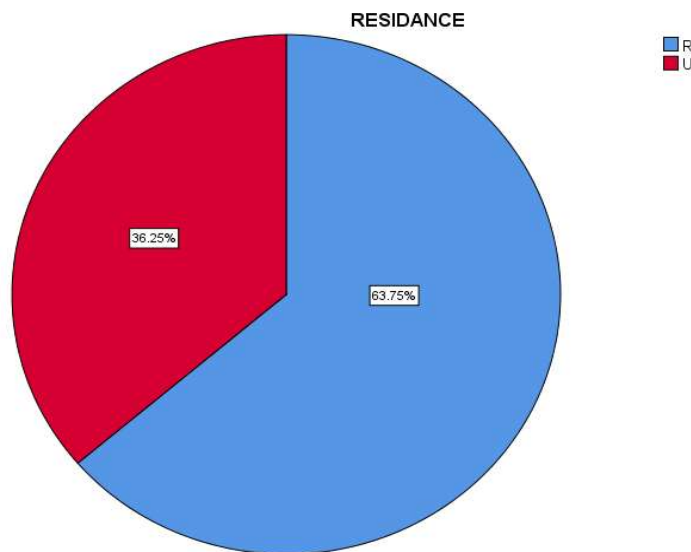
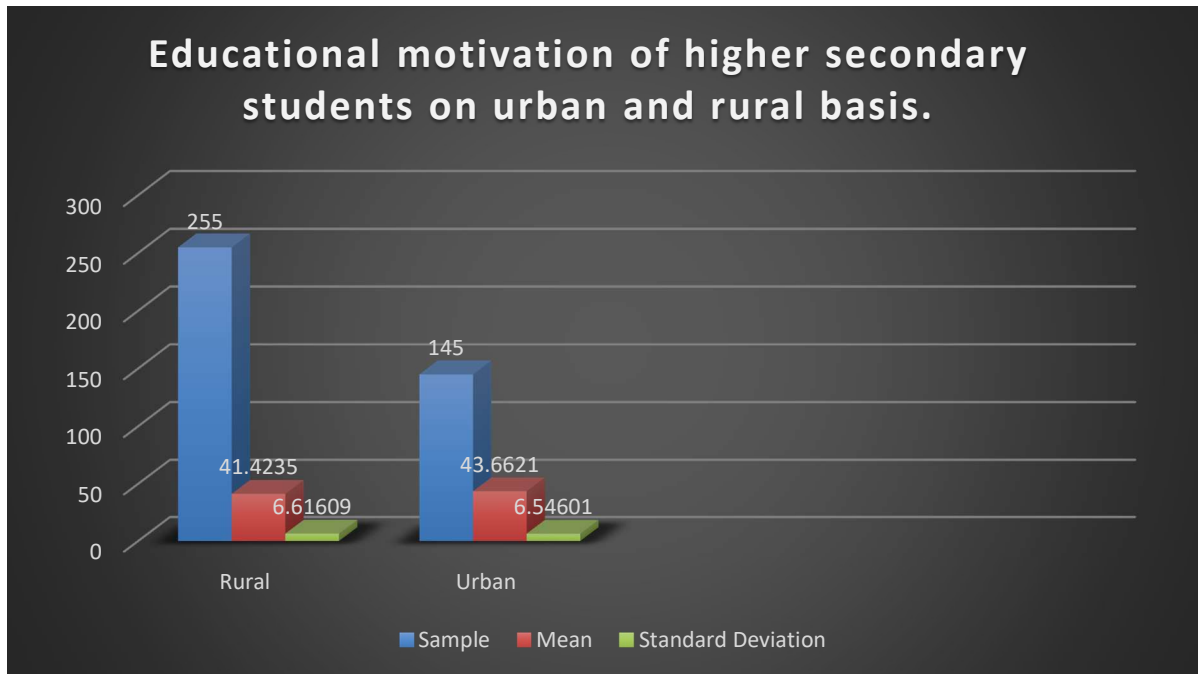


Table number-1 presents the statistical analysis of the study of educational motivation among children studying in higher secondary schools of Udham Singh Nagar district on the basis of urban and rural. On studying the data presented in the table, it is clear that there is no significant difference in educational motivation among boys and girls studying in higher secondary schools of Udham Singh Nagar district on the basis of urban and rural. Here the mean of urban children was 43.6621 and standard deviation was 6.54601, whereas the mean of rural children was 41.4235 and standard deviation was 6.61609 and the value of t was 3.2752. By analyzing the data, it is clear that no significant difference was found from the statistical point of view in educational motivation among children on the basis of urban and rural. This shows that both urban and rural children studying in higher secondary schools of Udham Singh Nagar district were equally affected by this



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problem. Although there was a difference in the mean and standard deviation of the children on the basis of urban and rural, this difference was not significant from the statistical point of view.

Suggestions

Uniform Motivation Strategies- Since no significant difference was found in the level of educational motivation between urban and rural students, common motivational strategies can be designed and implemented across both settings. These can include goal-setting workshops, reward-based learning, and interactive classroom techniques.

Focus on Individual Factors- Despite the non-significant urban-rural divide, individual differences in students' motivation levels still exist. Teachers and school counselors should focus on personalized approaches considering factors like family background, interest areas, and academic history.

Enhancing Learning Environment- Efforts should be made to enrich both urban and rural learning environments through extracurricular activities, improved infrastructure, and digital learning tools to maintain or boost motivation.

Parental and Community Involvement- Parents in both urban and rural areas should be sensitized about their role in fostering children's motivation. Workshops and awareness programs can be introduced to strengthen home-school collaboration.

Teacher Training and Support: Teachers should be trained in motivational psychology and techniques that help nurture a growth mindset among students irrespective of their geographical background.

Future Possibilities

Exploratory Research on Other Variables: Future studies can explore how other variables such as socioeconomic status, parental education, digital access, or school type (government/private) influence educational motivation.

Longitudinal Studies: A longitudinal study could track motivation levels over time to understand whether patterns differ as students advance through higher secondary education in rural vs. urban settings.

Qualitative Analysis: In-depth qualitative research (interviews, focus groups) could provide insights into the personal experiences and perceptions of students regarding what motivates or demotivates them in their specific contexts.

Development of Localized Interventions: Based on future research, targeted interventions can be created to boost motivation by addressing specific challenges faced in rural or urban contexts, such as lack of transport in rural areas or over-competition in urban schools.

Integration of Technology: As technology becomes more widespread, further research can explore its role in enhancing educational motivation among rural and urban students alike, potentially narrowing any remaining motivational gaps.

Comparative Regional Studies: Similar studies in other districts or states can help determine if this trend is consistent or if unique regional differences exist, contributing to a more comprehensive understanding of motivation across India.

Conclusion

The present research study titled "To Study the Academic Motivation of Higher Secondary Students of Udham Singh Nagar District on the Basis urban and rural" aimed to explore whether significant urban and rural differences exist in the academic



motivation levels among urban and rural students at the higher secondary level. A sample of 400 students (255 rural and 145 urban) was analyzed using statistical tools including mean, standard deviation, and t-test.

The findings of the study revealed that while urban students had a slightly higher mean score in academic motivation compared to rural students, the difference was not statistically significant at the 0.05 level. This indicates that both urban and rural students in the district demonstrate comparable levels of academic motivation, and gender does not play a determining role in influencing their academic drive.

These results have important implications for educators, policymakers, and curriculum developers. Rather than focusing on urban and rural interventions, emphasis should be placed on creating learning environments and strategies that universally enhance academic motivation across both urban and rural students. Furthermore, efforts should be directed towards addressing other possible factors—such as socio-economic background, parental involvement, and school culture—that might influence students' motivation levels.

In conclusion, the study contributes to the understanding that urban and rural alone does not significantly affect academic motivation among higher secondary students in Udham Singh Nagar, thereby promoting the need for inclusive, equitable, and holistic educational practices that support the academic growth of all learners irrespective of place (urban and rural).

Academic motivation encourages students to take responsibility for their own learning. It develops self-regulation, persistence, and the ability to overcome challenges - essential traits for academic success. Students who are academically motivated are less likely to drop out of school. Motivation helps them stay committed even when they face academic, personal, or socio-economic difficulties. When students are motivated and achieve academic goals, their confidence and self-belief improve. This positive reinforcement further drives them to excel in future tasks. Higher secondary education is a foundation for future careers. Motivated students are more likely to explore academic and career options seriously.

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