

An Analytical Study of Motivation Between English and Hindi Medium Secondary School Students

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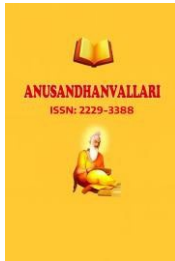
Abstract

The primary objective of the present study is to conduct an analytical examination of the impact of school management type (Government vs. Private), gender (male vs. female students) and medium of instruction (Hindi vs. English) on the motivation levels of secondary school students. The study employed the Descriptive Survey Method. Data was collected from secondary-level students using a random sampling method, and the obtained scores were subjected to t-test. According to the results derived from the statistical analysis, a significant difference was observed in the motivation levels of boys and girls students, with boys students demonstrating a higher level of motivation compared to their girls counterparts. Conversely, no statistically significant difference in motivation levels was found between students from government versus private schools, nor between students from Hindi versus English-medium schools. However, descriptively speaking, the mean scores of students from English-medium and private schools were recorded as being higher than those of students from Hindi-medium and government schools, respectively. The research concludes that gender remains a potent factor influencing student motivation at the secondary level today; whereas, in the modern era, differences regarding the type of school and the medium of instruction are becoming (statistically) secondary factors—even if a marginal advantage is descriptively evident among students from private and English-medium schools.

¹ .Introduction

Secondary level school education involves teaching educational material in two languages, In a native and secondary language with varying amounts of each language used according to the program model. Secondary level school education refers to use of two languages as means of instruction for students and considered a separate from teaching a second language as a subject or as part of or the entire school curriculum. Hindi language is used as a mother tongue and English as a second language. So schools are divided into two types on the basis of their instruction's medium i.e. English and Hindi medium. The students of both medium schools need motivation for change in their behaviour.

Motivation gives direction to behaviour. Our concern here is with "motivation" in an educational sense, such as "motivation to learn " or "motivation to learn in school". "Motivation to learn" ought to guide/help people in that direction. As acquisition of knowledge precedes understanding, schools must help youngsters acquire knowledge. Helping children learn to want to learn presumes that the children value learning, which is the most basic educational objective of all. Motivation is that which gives direction and intensity to behaviour and it is not to



Keywords: Motivation, Secondary School, Medium of Instruction, Government and Private Schools, Gender Differences.

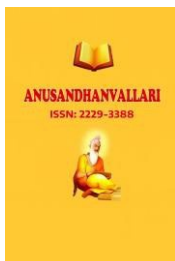
suggest, thereof, that the direction is aimless or unknown. Thus motivation, at least in part, is learned and it can be taught. It, indeed, gives direction to behaviour.

2. Review Of Literature

Singh, Devendra Kumar and Srivastava, Akhilesh Kumar (2024) studied on topic, A Study of Motivation in Relation to the Academic Achievement of Secondary School Students. The researcher has investigated the motivation of secondary school students in the context of their academic achievement. For this study, a sample comprising a total of 32 secondary schools—specifically, two urban and two rural schools selected from each development block of the Satna district in Madhya Pradesh—was chosen. Furthermore, 20 male students and 20 female students were selected from each of these schools, resulting in a total sample size of 1,280 students, utilizing the random sampling method. The selection of students was carried out using a random method based on a lottery system. A significant correlation was observed regarding the impact of motivation on the academic achievement of secondary school students within the study area. Furthermore, a significant difference was found in the impact of motivation on the academic achievement of students attending rural secondary schools versus those attending urban secondary schools. Motivation exerts a significant influence on the academic achievement of students in both rural and urban secondary schools. Motivation serves to inspire students to engage in learning and to perform well. Differences in the levels of motivation and academic achievement may exist between students from urban and rural areas; these differences are contingent upon various factors such as socio-economic status, the school environment, and family support.

Kumar, Ashok and Upadhyay, Shailendra Kumar (2024) studied in their study, A Study on the Impact of Study Habits and Academic Motivation on the Academic Achievement of Secondary-Level Students. The objective of this research study is to analyse the impact of study habits and academic motivation on the academic achievement of students at the secondary level. Study habits and academic motivation play a significant role in students' learning processes, concentration, consistent practice, goal setting, and the development of selfconfidence. Effective study habits—such as time management, regular revision, planned study, and selfassessment—along with a high level of academic motivation, positively influence students' academic achievement. For this study, a total of 200 students were selected as the sample group. The relationships among the students' study habits, academic motivation, and academic achievement were analyzed using statistical methods. The results clearly indicated that students who possessed positive and organized study habits, and who demonstrated a high level of academic motivation, achieved comparatively higher levels of academic success. Conversely, students with weak study habits and low levels of motivation exhibited relatively lower academic achievement. This study will prove beneficial for teachers, parents, and educational planners, as it underscores the necessity of fostering effective study habits and encouraging academic motivation among students, thereby strengthening their academic performance and holistic development.

Jaiswal, Kavita (2022) studied a study titled A Study on the Impact of Motivation of Secondary-Level Students on Their Academic Achievement. The study investigates the impact of motivation among secondary-level students on their academic achievement. This study employs the survey research method, falling under the scope of descriptive research. To conduct this study, all secondary schools located within the Prayagraj district were collectively included as the study population. To select a sample from this population, 100 students—comprising 50 boys and 50 girls—studying in Class 10 across four selected secondary schools were chosen using the random



sampling method and included as the sample group. To measure student motivation, the 'Academic Achievement and Motivation Test' developed by Dr T.R. Sharma was utilized; for academic achievement, the percentage of marks obtained by the students in their class examinations was considered. Following the collection and evaluation of data, the subsequent step involved the application of appropriate statistical methods, specifically ANOVA (Analysis of Variance) and the t-ratio. Regarding academic achievement, significant differences were observed between students (boys and girls) possessing different types of motivation, whereas a similarity was found in the academic achievement of the male students (boys).

2.1. Research Gap

The critical Analysis of the studies that were reviewed supports sorting out the domains that need further investigation. The available literature advocates that many studies have been carried out on Motivation of children. Motivation differs significantly with respect to gender, management of schools and also based on location; but no study has been seen by researchers on Motivation and English and Hindi medium secondary school students. So there was a research gap found in the review of literature. The literature study has deepened the understanding of the problem chosen for the study.

3. The Significance Of The Problem

Understanding the differences in motivation among secondary school students—based on their medium of instruction (English or Hindi)—is of immense importance from the perspectives of pedagogy, sociology, and policy formulation. In a country like India, characterized by linguistic and socio-economic diversity, language serves not merely as a medium of communication but is also inextricably linked to social status, career opportunities, and self-identity.

This research will clarify whether any observed differences in motivation are solely attributable to the medium of instruction, or if familial background and the availability of resources also play a significant role.

English Medium: Students in this category often exhibit a higher degree of “extrinsic motivation”—driven by factors such as opportunities for global employment, elevated social status, and parental pressure.

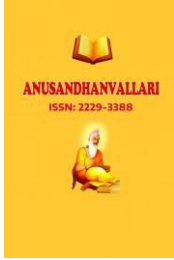
Hindi Medium: Students in this category frequently demonstrate “intrinsic motivation” or a deep-seated attachment to their culture and language; however, in the race for global competitiveness, they sometimes fall prey to an “inferiority complex”.

This research will assist educators in understanding how to effectively and holistically motivate students from both these groups.

Current educational policies (such as the NEP 2020) place a strong emphasis on imparting education through the mother tongue and regional languages. This research can help demonstrate how learning in one's mother tongue (Hindi) impacts children's self-confidence and their intrinsic motivation to learn.

The secondary level is a critical juncture when students determine the trajectory of their careers. If students in the Hindi medium lack motivation or harbor insecurities regarding their future, their likelihood of dropping out (leaving school) increases. The findings of this research can be utilized to formulate strategies capable of bolstering the self-esteem of students across both mediums.

In essence, the true significance of this research lies in its potential to establish "Educational Equity." This study will not merely identify the existing disparities; it will also shed light on how the mindset of our nation's young



talent is being shaped by the medium of instruction. Its findings can be leveraged by school counselors, teachers, and policymakers to develop pedagogical approaches that boost the self-confidence of Hindi-medium students while simultaneously alleviating the mental stress experienced by their English-medium counterparts.

3.1. Statement Of The Problem

An Analytical study of Motivation between English and Hindi Medium Secondary School Students.

4. Objectives Of The Research

- To Comparative study of Motivation between Government and Private Secondary School Students.
- To Comparative study of Motivation between Boys and Girls Secondary School Students.
- To Comparative study of Motivation between English and Hindi Medium Secondary School Students.

5. Hypothesis Of The Research

- > There is no significant difference between Government and Private Secondary School Students on Motivation.
- > There is no significant difference between Boys and Girls Secondary School Students on Motivation.
- > There is no significant difference between English and Hindi Medium Secondary School Students on Motivation.

6. Research Methodology

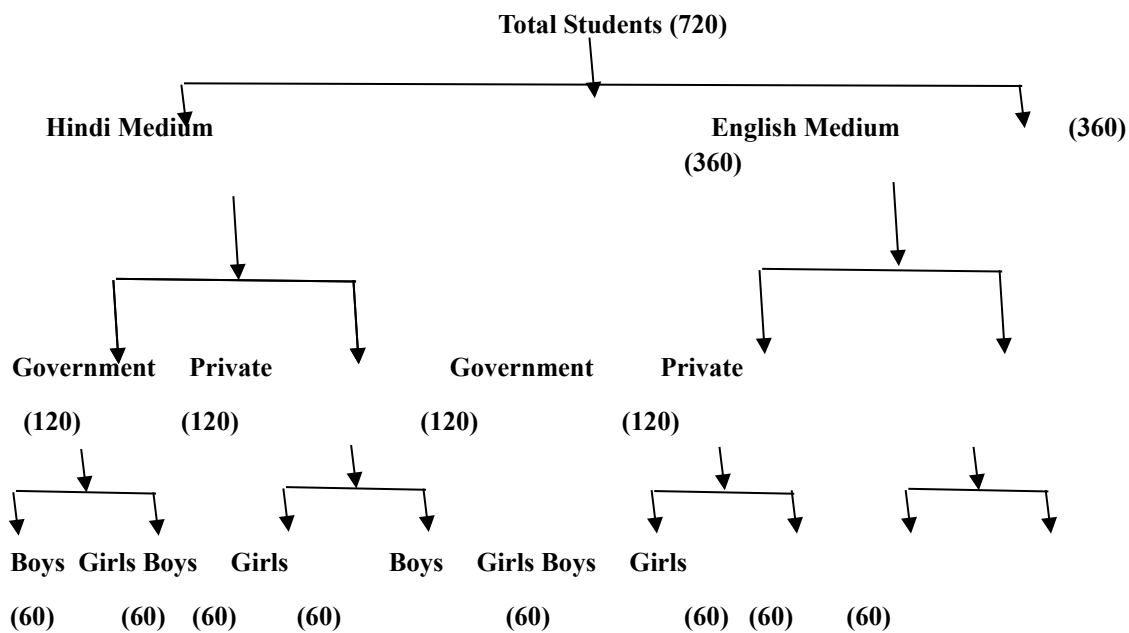
Research methods are of the utmost importance in the research process. They indicate various steps of a plan to be adopted in solving a research problem. It is necessary for the researcher to have an understanding of all the research methods and apply whichever is suitable to the problem. In the present study Survey Method was used by researchers.

Population: In research, the term 'population' refers to the entire group of individuals, objects, or events that share a common characteristic relevant to a particular study or the total number of people, objects, or events falling within the scope of the study. It is the group from which researchers wish to draw conclusions or make generalizations. For example, if a study focuses on secondary level students in Rajasthan, all the students in the Rajasthan state would constitute the population. In this study i.e. students study in Hindi medium and English medium schools of Jaipur district.

Sampling: The term 'sampling' should be used solely to refer to a set or subset of units drawn from a larger whole, selected with the belief that it will be representative of that whole.

6.1. Sample Of The Research Problem

The sample of the research problem contains 720 students of both Hindi (360) medium and English (360) medium schools of Jaipur district. The description is as follows:



6.2. Variables

In this study, the different types of Management of Schools, gender, and medium of School selected are independent variables. Motivation used is a dependent variable.

6.3. Explanation Of The Technical Problem

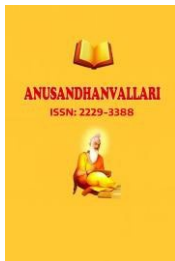
Motivation: The inspiration to act or those entire phenomena which are involved in the stimulation of action towards the particular objectives. The arousal of tendency to act to produce one or more effects.

English medium school: The school in which the medium of the teaching-learning process is English. These schools have a charm of their own because of a better environment & superior education.

Hindi medium school: The school in which the medium of instructing & imparting education is Hindi language.

6.4. Tools

The researcher has used Students Motivation Scale (S.M.S.) by Dr. Munnishwer Sharma and Dr. Deepika Suwalka (Ajmer) in this research.



7. Delimitations Of The Research

- This research is delimited to Jaipur District.
- This research is delimited to the secondary level students.
- This research is delimited to 360 boys and 360 girls from each medium of school.
- This research is delimited to study the Motivation of the students.

8. Data Analysis

H₀1 There exists no significant difference between Government and Private Secondary School Students on Motivation.

Table: 1-Statistical Table Pertaining to the Motivation between Government and Private Secondary School Students

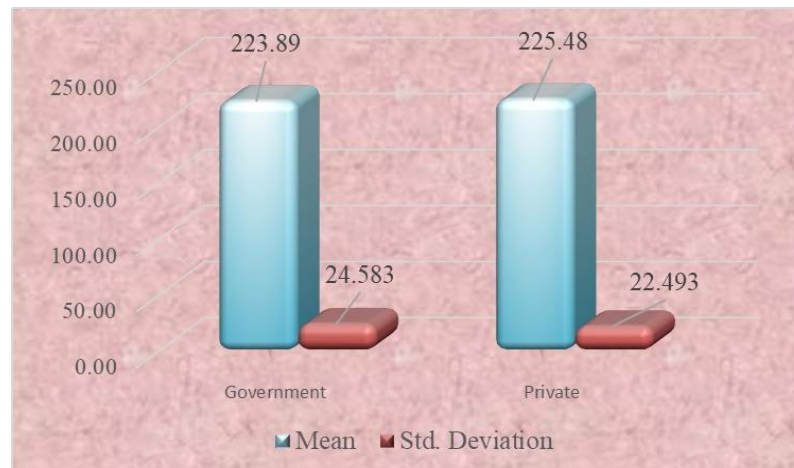
| Management | N | Mean | Std. Deviation | t-value | Hypothesis Selected/Rejected |
|------------|-----|--------|----------------|---------|------------------------------|
| Government | 360 | 223.89 | 24.583 | 0.905 | Selected |
| Private | 360 | 225.48 | 22.493 | | |

(df. = N1 + N2 – 2 = 360 + 360 – 2 = 718, table value for t=1.960 at 0.05 level)

From the above table no. 1, it is evident that government school students have obtained a mean score of 223.89 with S.D. 24.583 on the Student Motivation Scale (SMS).;Private school students have obtained a mean score of 225.48 with S.D. 22.493 on the Student Motivation Scale (SMS). The total mean score of the private school students is higher than the mean score of government school students but the calculated t-value of 0.905 was not found to be significant at df= 718 , 0.05 level of significance.

Hence, the private school students are not significantly higher than the government school students on the mean score of Student Motivation Scale (SMS). This has selected the null hypothesis No. 1 of the present research work which has been selected as: **There exist no significant difference between Government and Private Secondary School Students on Motivation.**

Graph: 1- Graph showing mean and standard deviation of Motivation among Government and Private Secondary School Students



2H₀2 There is no significant difference between Boys and Girls Secondary School Students on Motivation.

Table: 2- Statistical Table Pertaining to the Motivation between Boys and Girls Secondary School Students

| Gender | N | Mean | Std. Deviation | t-value | Hypothesis Selected/Rejected |
|--------|-----|--------|----------------|---------|------------------------------|
| Girls | 360 | 219.52 | 26.810 | 6.01 | Rejected |
| Boys | 360 | 229.83 | 18.475 | | |

(df. = N₁ + N₂ - 2 = 360 + 360 - 2 = 718, table value for t=1.960 at 0.05 level)

From the above table no. 2, it is evident that Girls students have obtained a mean score of 219.52 with S.D. 26.810 on Student Motivation Scale (SMS). Boys students have obtained a mean score of 229.83 with S.D. 18.475 on the Student Motivation Scale (SMS). The mean score of the Boys students is higher than the mean score of Girls students and the calculated t-value of 6.01 was found to be significant at df= 718, 0.05 level of significance.

Hence, the Boys students are significantly higher than the Girls students on the mean score of the Student Motivation Scale (SMS). This has selected the null hypothesis No. 2 of the present research work which has been rejected as: **There exist no significant difference between Boys and Girls Secondary School Students on Motivation.**

Graph: 2- Graph showing mean and standard deviation of Motivation among Boys and Girls Secondary School Students



3H₀3 There is no significant difference between English and Hindi Medium Secondary School Students on Motivation.

Table: 3- Statistical Table Pertaining to the Motivation between English and Hindi Medium Secondary School Students

| Medium | N | Mean | Std. Deviation | t-value | Hypothesis Selected/Rejected |
|---------|-----|--------|----------------|---------|------------------------------|
| Hindi | 360 | 223.78 | 23.50 | 1.126 | Selected |
| English | 360 | 225.77 | 23.66 | | |

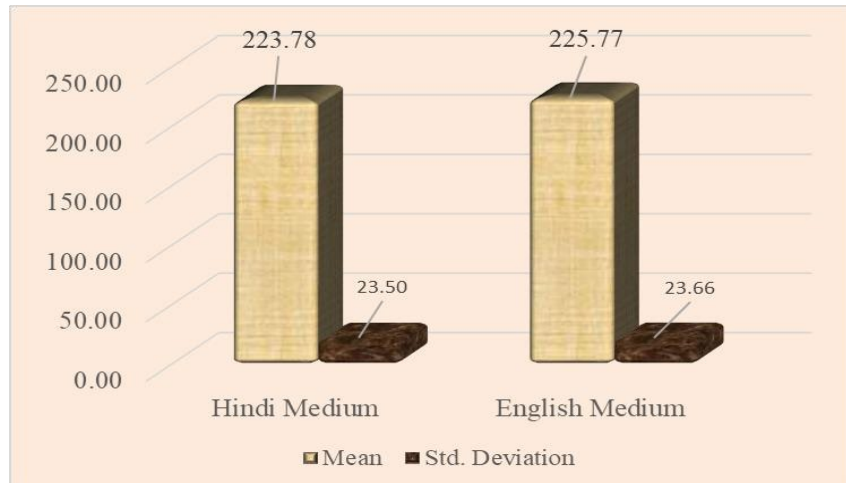
(df. = N₁ + N₂ - 2 = 360 + 360 - 2 = 718, table value for t=1.960 at 0.05 level)

From the above table no. 3, it is evident that Hindi medium students have obtained a mean score of 223.78 with S.D. 23.50 on the Student Motivation Scale (SMS). English medium students have obtained a mean score of 225.77 with S.D. 23.66 on the Student Motivation Scale (SMS). The mean score of the English medium students is higher than the mean score of Hindi medium students and the calculated t-value of 1.126 was not found to be significant at df= 718, 0.05 level of significance.

Hence, the English medium students are not significantly higher than the Hindi medium students on the mean score of Student Motivation Scale (SMS). This has selected the null hypothesis No. 3 of the present research work

which has been selected as: **There exist no significant difference between English and Hindi Medium Secondary School Students on Motivation.**

Graph: 3- Graph showing mean and standard deviation of Motivation among Boys and Girls Secondary School Students



9. Finding Of The Research

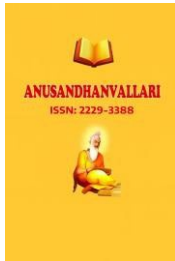
- > There is no significant difference between Government and Private Secondary School Students on Motivation.
- > There is a significant difference found between Boys and Girls Secondary School Students on Motivation.
- > There is no significant difference between English and Hindi Medium Secondary School Students on Motivation.

10. Conclusion

The findings of the present study clearly indicate that 'Gender' exerts a significant and meaningful influence on the motivation levels of secondary school students; specifically, the level of motivation was found to be statistically higher among male students compared to their female counterparts. This disparity may be attributed to socio-cultural factors or the pressure stemming from increasing familial and societal responsibilities placed upon boys regarding their future careers.

On the other hand, no statistically significant difference was observed in student motivation based on the type of school (Government vs. Private) or the medium of instruction (Hindi vs. English). However, an examination of the mean scores suggests that students in private schools and those studying through the English medium recorded slightly higher motivation scores compared to their counterparts in government schools and the Hindi medium, respectively. This marginal advantage reflects the superior infrastructure, modern resources, and heightened awareness of global opportunities available within private and English-medium educational settings.

Ultimately, this research underscores that while the medium of instruction and the type of school may partially influence motivation, within the current educational landscape, these factors do not create any major or decisive differences among students; conversely, gender-based disparities remain a relevant factor.



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