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"A COMPARATIVE STUDY ON ACHIEVEMENT MOTIVATION AND TEST ANXIETY OF REGULAR AND DISTANCE LEARNERS OF KALYANI UNIVERSITY "

Sushanta Kr. Barman

INTRODUCTION :

Distance education system is a new concept in West Bengal. Though it was introduced in UK in July 1969. With the demand for higher education, the UGC suggested in its report for 1956-60 that proposal for evening colleges. Correspondence courses and award of external degrees should be consid- ered. The Third Five Year Plan also men- tioned the need for introduction of corr- espondence education in the country. For this purpose CABE recomm ended the setting up of an expert committee under the chairman- ship of Dr. D.S. Kothari the chairman of UGC, to look into the proposal of introducing corres- pondence courses in 1962 at the Univer- sity of Delhi introdu- ced School of corres- pondence Course and Continuing education as a pilot project. A new chapter in distance education system began with the

Abstract

Education has to be made accessible to all, irrespective of financial, social and psychological conditions. People engaged in various earnings want to get education and lifelong education is needed for motivated learners. The govt. arranged a multiple education system and that is obviously a great step for this purpose. The formal education system has been playing an elitist role through ages. It has been realized that this system cannot make universalisation of education. The conventional education system alone cannot meet the needs and demands of higher education. Moreover, it is full restriction like age, admission, qualification and duration of courses, curriculum, examination system etc. With the tremendous pressure of formal education system, distance education is playing a great role now-a-days. It is a powerful instrument of equalization of educational opportunities to broaden the base of human capital formation, mainly because of its innovative and flexible characteristics that advocate a learner centered approach for teaching learning unlike the teacher centered conventional system. The students who marginally miss the opportunity to get entry into some of the best regular institutions and they entry in the higher education into this window. Motivation plays a crucial role in learning. It energizes the behavior of individual. The level of one's tendency to achieve is referred to as resultant achievement motivation. Some cognitive motivational levels and learning environment effect the student's motivation. Distance education system adopted three tire evolution systems, i.e. self-evalution, continuous evalution and terminal evolution that are obviously different from formal education system. The researcher observed the different environment of both the systems and their different motivations and test anxiety levels which might influence their future life as well as the education system. The focus of the paper is to compare between the two psychological traits of regular and distance learners of Kalyani University.

Short Profile

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establishment of Dr. B R Ambedkar Open University, Hydera- bad in 1982, follo- wed by the establi- shment of IGNOU at the national level by the Parliament of India in 1985. To fulfill the particular mandate the Distance Educa- tion Council (DEC) was set up by IGNOU in 1991 and became operational in February , 1992.

For the first time in West Bengal, Direc- torate of Distance Education, University of Burdwan intro- duced post graduate education with the permission of state govt. and DEC in the year 1994 as distance education mode. Now there are six universi- ties in West Bengal are offering distance education through Directorate of Distance Education and an open university also set up for various courses.

India has one of the largest distance education systems in

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the world, second only to China. There are few types of institutions offering distance education today. i) National Open University ii) State Open University iii) Distance Education Institutions.

Most of the students get entry there because they are unable to get entry in regular courses; very few of them study in this system because of their services. The researcher observed the two types of education system very closely. And he feels that there must be some differences between the two systems which influence the learners. The distance learners attend limited number of classes on Saturday and Sunday only for few months in a session. The interaction is not sufficient for them. Moreover, they cannot avail to use the library and they come from a far distance to attain the classes. There must have a residential and communication problems specially, female students suffer more. Sometimes they cannot get the opportunity of ICT based learning. Comparatively the regular students cannot face that kind of problems. So, the researcher observed that there obviously exist some achievement motivational and level of test anxiety differences between the two. The researcher wanted to know the actual picture of the above two systems of Kalyani University of West Bengal and that is emergence to choose the problem.

Significance of the study:-

Depending on the result of the two studies, it was understood whether there is difference among achievement motivation and test anxiety of distance and regular learners. There must be some obstacles among the distance learners. From the humanitarian point of view, it was observed that anxiety level of distance learners will be greater than the regular, especially for the female.

The achievement motivation and test anxiety

questionnaires were administered to measure the differences among the variables of both the education systems. By using these tests, the researcher can identify high and low motivated and anxiety level students and take every possible steps as early and inform them or their guardians to search their problems and to overcome these.

The administrators may be helpful by the results to implement their courses consciously. They can modify the courses, curriculum, nature of classroom interaction and other related environments concern to the students. The study would inspire future researchers to study about various psychological traits on various groups and also they may consider different dimensions.

OBJECTIVES OF THE STUDY:-

Every investigation is being investigated in the purpose to fulfill same objectives. Thus, this study also has some objectives to achieve.

(i) To compare the distance and regular learners with respect to their achievement motivation levels.
(ii) To compare the distance and regular learners with respect to their learning style levels.
(iii) To compare the distance and regular learners with respect to their test anxiety levels
(iv) To determine the relationship between male and female learners on the criteria of variables.
(v) To suggest the policy prescription based on the findings of the study.

HYPOTHESES OF THE PROBLEM:-

On the basis of objectives, the investigator will take some assumptions by which he will formulate several null hypotheses with the help of variables.

$_oH_1$: There exists no significant mean difference of achievement motivation between distance and regular learners.

$_oH_2$: There exists no significant mean difference of test anxiety between distance and regular learners.

$_oH_3$:: There exists no significant mean difference of achievement motivation between regular male and female learners.

$_oH_4$: There exists no significant mean difference of test anxiety between regular male and female learners.

o_{H_5}: There exists no significant mean difference of achievement motivation between distance male and female learners.

o_{H_6}: There exists no significant mean difference of test anxiety between regular male and distance male learners.

o_{H_7}: There exists no significant mean difference of achievement motivation between regular female and distance male learners.

o_{H_8}: There exists no significant mean difference of test anxiety between regular female and distance male learners.

o_{H_9}: There exists no significant mean difference of achievement motivation between regular urban and distance-urban learners.

$o_{H_{10}}$: There exists no significant mean difference of test anxiety between regular-rural and distance rural learners.

Method & Procedure of the study:-

The present study will be carried out through descriptive survey method within ex-post-facto research design. The details regarding sample, tools, procedure of data collection and statistical technique are reported as below:-

(a)Population & Sample:- In view of certain constraints under which this investigation will be completed. Distance and regular post graduate students of Kalyani University, West Bengal will be considered as population. The researcher will select sample from two disciplines as regular and distance students. The sample size will be considered as below:-

Disciplines	Male	Female	Urban	Rural	Total
Regular	60	40	50	50	100
Distance	40	60	45	55	100

(b)Variables:- In this investigation post graduate students of distance and regular and male and female are the classificatory variables and achievement motivation & test anxiety are the variables .

(c)Sampling Technique:- Judgmental sampling technique will be considered as sampling technique.

Tools of the study:-

The present study will be required tools of assessing achievement motivation and level of test anxiety of individual pupils who formed the sample. The following research tools were made by the researcher and used in the present study for collecting data and both the tests are highly reliable which was determined by test-retest method.

a. Achievement Motivation Test.
b. Achievement Motivation Test.

Administration of the test:

The achievement motivation & test anxiety Questionnaire were administered on two hundred pupils. The researcher also tried his best to avoid any unfavorable condition that might disturb the attention of the students. The maximum time has taken by the students to answer all the items were 45 minutes and there was no interval during answering the question.

Data collection:-

The relevant data on different constructs were collected by administering the above

mentioned tools on the subject under study in accordance with the directions provided in the respective manuals of the tools.

Presentation and Analysis of data:-

This part represents and analyses and interprets by means of descriptive statistics by taking in to consideration the scores of two variables like achievement motivation and level of test anxiety. Sub-samples were formed on the basis of i) sex, ii) academic streams and iii) locality. Data were analyzed by the method of "t" test. The results and. discussions were presented in different subsequent chapters.

Table: 1 Presentation of Descriptive Statistics of Different Groups:

Streams	Categories	Groups	N	Achiev. Motivation		Test Anxiety	
				Mean	SD	Mean	SD
Regular	Sex	Male-	60	110.10	11.94	93.35	14.18
		Female-	40	110.52	7.86	87.70	11.33
	Urban	Male- Female-	26 24	109.88	7.63	91.80	12.33
	Rural	Male- Female-	34 16	110.66	12.74	90.46	14.31
Distance	Sex	Male-	40	112.67	12.60	99.02	12.84
		Female-	60	92.41	17.30	92.41	17.30
	Urban	Male- Female-	11 34	112.00	13.11	93.66	17.94
	Rural	Male- Female-	29 26	111.60	13.10	96.20	14.15

Analysis of Data Pertaining of Null Hypothesis-

o_{H_1}: There exists no significant mean difference of achievement motivation between distance and regular learners.

Table: 2 Presentation of t- value of regular and distance learners on the criterion of achievement motivation

Categories	N	M		df	T	Level of Significant
Regular(m+f)	100	110.27	10.46	198	0.903	Not Significant
Distance(m+f)	100	111.78	13.05			

(Not significant at 0.05 level)

Interpretation of result: Here the value was insignificant. Therefore the corresponding Null Hypothesis was accepted, then it could be said that there existed no significant mean difference in achievement motivation between regular and distance learners.

$^{o}H_2$: There exists no significant mean difference of test anxiety between distance and regular learners.

Table: 3 Presentation of t- value of regular and distance learners on the criterion of test anxiety

Categories	N	M		df	T	Level of Significant
Regular(m+f)	100	91.09	13.35	198	1.90	Not
Distance(m+f)	100	95.06	15.93			Significant

(Not significant at 0.05 level)

Interpretation of result: Here the value was insignificant. Therefore the corresponding Null Hypothesis was accepted, then it could be said that there existed no significant mean difference in test anxiety between regular and distance learners.

$^{o}H_{3}$: There exists no significant mean difference of achievement motivation between regular male and female learners.

Table: 4 Presentation of t- value of regular male and female learners on the criterion of achievement motivation

Categories	N	M		df	T	Level of Significant
Regular(male)	60	110.10	11.94	98	0.1102	Not
Distance(female)	40	110.52	7.86			Significant

(Not significant at 0.05 level)

Interpretation of result: Here the value was insignificant. Therefore the corresponding Null Hypothesis was accepted, then it could be said that there existed no significant mean difference in achievement motivation between regular-male and distance-female learners.

$^{o}H_{4}$: There exists no significant mean difference of test anxiety between regular male and female learners.

Table: 5 Presentation of t- value of regular male and female learners on the criterion of test anxiety

Categories	N	M		df	T	Level of Significant
Regular(male)	60	93.35	14.18	98	2.20	Significant
Regular(female)	40	87.70	11.33			

(Significant at 0.05 level)

Interpretation of result: Here the value was significant. Therefore the corresponding Null Hypothesis was rejected, then it could be said that there existed significant mean difference in test anxiety between male-female regular learners.

$^{o}H_{5}$: There exists no significant mean difference of achievement motivation between distance male and female learners.

Table: 6 Presentation of t- value of distance male and female learners on the criterion of test anxiety

Categories	N	M		df	T	Level of Significant
Distance(male)	40	99.03	12.84	98	2.19	Significant
Distance(female)	60	92.41	17.30			

(Significant at 0.05 level)

Interpretation of result: Here the value was significant. Therefore the corresponding Null Hypothesis was rejected, then it could be said that there existed significant mean difference in test anxiety between male-female distance learners.

$^oH_6$: There exists no significant mean difference of test anxiety between regular male and distance male learners.

Table: 7 Presentation of t- value of regular male and distance female learners on the criterion of test anxiety

Categories	N	M		df	T	Level of Significant
Regular(male)	60	93.35	14.18	98	2.07	Significant
Distance(male)	40	99.02	12.84			

(Significant at 0.05 level)

Interpretation of result: Here the value was significant. Therefore the corresponding Null Hypothesis was rejected, then it could be said that there existed significant mean difference in test anxiety between regular-male and distance-male learners.

$^oH_7$: There exists no significant mean difference of achievement motivation between regular female and distance male learners.

Table: 8 Presentation of t- value of regular female and distance male learners on the criterion of achievement motivation

Categories	N	M		df	T	Level of Significant
Regular(female)	40	110.52	7.86	78	0.91	Not Significant
Distance(male)	40	112.67	12.60			

(Not significant at 0.05 level)
Interpretation of result: Here the value was insignificant. Therefore the corresponding Null Hypothesis was accepted, then it could be said that there existed no significant mean difference in achievement motivation between regular-female and distance-male learners.

$^oH_8$: There exists no significant mean difference of test anxiety between regular female and distance male learners.

Table: 9 Presentation of t- value of regular female and distance male learners on the criterion of test anxiety

Categories	N	M		df	T	Level of Significant
Regular(female)	40	87.70	11.33	78	4.18	Significant
Distance(male)	40	99.02	12.84			

(Significant at 0.05 level)

Interpretation of result: Here the value was significant. Therefore the corresponding Null Hypothesis was rejected, then it could be said that there existed significant mean difference in test anxiety between regular-female and distance-male learners.

$^oH_9$: There exists no significant mean difference of achievement motivation between regular urban and distance-urban learners.

Table: 10 Presentation of t- value of regular urban and distance urban learners on the criterion of achievement motivation

Categories	N	M		df	T	Level of Significant
Regular(urban)	50	109.88	7.63	93	1.053	Not Significant
Distance(urban)	45	112.00	13.11			

(Not significant at 0.05 level)

Interpretation of result: Here the value was insignificant. Therefore the corresponding Null Hypothesis was accepted, then it could be said that there existed no significant mean difference in achievement motivation between regular-urban and distance-urban learners.

$H_1{}^o{}_o$: There exists no significant mean difference of test anxiety between regular-rural and distance rural learners.

Table: 11 Presentation of t- value of regular rural and distance rural learners on the criterion of test anxiety

Categories	N	M		df	T	Level of Significant
Regular(rural)	50	90.46	14.31	103	2.064	Significant
Distance(rural)	55	96.20	14.15			

(Significant at 0.05 level)

Interpretation of result: Here the value was significant. Therefore the corresponding Null Hypothesis was rejected, then it could be said that there existed significant mean difference in achievement motivation between regular-rural and distance-rural learners.

CONCLUSION:
From the findings of the whole study, it could be concluded that there was significant mean difference in achievement motivation and test anxiety between regular male and female learners and the anxiety of regular male was greater and significant mean difference of test anxiety of distance male and female existed and the test anxiety level of distance was greater. Also the test anxiety level of distance male is greater than the regular male students and the test anxiety level of distance male was greater than regular female students. There existed greater test anxiety of distance rural students than regular rural students. Moreover, achievement motivation of regular and distance learners was insignificant and also the test anxiety level of regular and distance learners was insignificant. It is concluded from the result that achievement motivation level of male or female or both regular and distance or urban and rural students were more or less same and the relationship of the variables of regular female students was significant. So, with some significant and insignificant findings the researcher concluded his study.

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