

MOTIVATION TO PURSUE HIGHER EDUCATION IN WEST BENGAL

MOUSUMI NANDY

Research Scholar, Dept. of Education,

Sri Satya Sai University of Technology & Medical Sciences,

Sehore, Bhopal-Indore Road, MadhyaPradesh, India,

Dr. Neelam Khare

Research Guide, Dept. of Education,

Sri Satya Sai University of Technology & Medical Sciences,

Sehore, Bhopal Indore Road, Madhya Pradesh, India.

ABSTRACT

Achievement motivation among the student of advanced education level has been considered as an imperative factor for the improvement of the schooling framework and in this way it has on unshakeable spot in exploration territory. This paper looks at motivational elements influencing advanced education (HE) students in the Faculty of Technology at the University of Portsmouth. A dependable distinguishing proof of motivational variables would conveniently educate academic mediations. Students who are all the more characteristically roused may profit by less prescriptive tasks which offer more opportunity to look over "developmental" appraisal themes in which they have a more prominent individual interest. The individuals who are all the more extraneously roused, where the last "summative" grade is considered as the most significant, might be less affected by academic styles. The investigatory methodologies utilized in this study to survey motivation find various outcomes. While poll reactions demonstrate that students work both inherently and outwardly, semi organized meetings discovered little proof of the previous, with most students showing that they work extraneously.

KEYWORDS: -Achievement, Motivation, Self-Concept, Academic Achievements, Thinking Power, Social Living

INTRODUCTION

Researcher considered achievement need as the human thought process which is unmistakable and can be recognized from different necessities. He clarified achievement motivation as the degree to which individuals contrast in their need to take a stab at accomplishing rewards including actual fulfillment, acclaim from others and sensations of individual dominance. Researcher expressed that achievement motivation roused individuals to have want for progress and to invest appropriate amounts of energy to accomplish them. It zeroed in on getting accomplishment to accomplish life objectives. Achievement objectives can have an effect on the methods of performing undertakings and speaking to wants for demonstrating ability. Achievement motivation is clarified as a social type of motivation by Researcher which included serious drives for fulfilling the guidelines of greatness. Researcher noticed that it is identified with ways, arranging and endeavors to accomplish uncommon objectives and related with sensations of self-esteem. Researcher expressed that instructive organizations searched for achievement motivation which is viewed as conduct related with execution greatness. Researcher noticed that achievement motivation is that power which energizes and animates the individual for doing activity to get achievement. From achievement motivation, Researcher implied a solid mental thought process by which an individual cravings to dominate. They accepted that solid

and friendly air wherein students create can advance achievement motivation among them. Researcher referenced achievement motivation as the motivation behind achievement. As per Researcher, it thinks about the explanation for the achievement of students. Researchers have zeroed in on the equivalent part of students and foundations by referencing achievement motivation because of the cooperation of student attributes and instructional practices. Researcher expressed that achievement motivation is the disposition to accomplish as opposed to the achievements themselves. Researcher characterized achievement motivation as a wish to progress admirably and the conduct needed to achieve errands and dominate others in execution. Researcher likewise called it as the fulfillment of greatness. It is the motivation to participate in achievement practices dependent on the requirement for achievement, anticipation of accomplishment, and the impetus estimation of progress. It is tied in with invigorating one's capacities, putting forth consistent attempts and acquiring the feeling of fulfillment. The need to accomplish impacts students as those students strive to accomplish whose have high craving of progress Achievement motivation brings progress according to the presentation of students under specific targets.

REVIEW OF LITERATURE

Ashish Sukhadeve (2021) data science is set to drive revolutionary changes in the training area. These advancements are clear in the manners schooling organizations are administered, course quality is supervised and student's support and execution are overseen. Additionally, organizations across pretty much every industry are hoping to get gifted and qualified ability that can change business measures with inventive arrangements. Accordingly, the scholarly community, governments and associations should meet up to help these future personalities with the correct training to support monetary development.

V Vineeth Kumar and Geetika Tankha (2020) motivation is an interior drive that carries us to finish an activity. Without motivation, there is no activity. The point of the ebb and flow research was to comprehend the job of achievement motivation and mental change on the academic presentation of the school students. What's more, there is a huge connection between Academic Achievement Motivation and Academic Performance of SC, ST people group students in the locale of west Bengal.

Jahan Mosarrat (2019) the study was led on an arbitrary example of 300 students including 150 HSC and 150 LSC secondary school students of Bhagalpur town based on irregular cum accidental example. The significance of theme lies in the sense as it gauges the qualities of High Social Climate (HSC) and Low Social Climate (LSC) among secondary school students. The study covers the significant territories of Social Climate of achievement motivation, instructing and learning on achievement motivation of secondary school students. The study can be led for a bigger scope for better outcome. It tends to be led with different factors like academic achievement, assessment stress and with intellectual factors for example knowledge, imaginative reasoning, study propensities and so forth

Sathiyavathi, D. furthermore, Malathi, V. A. (2018) academic pressure have been considered fixing to be hold on students as they need to contend at each progression of their life in the quick world. The audit of writing shows that SCGh and SCGl secondary school students vary altogether as for scores of achievement motivation. It shows that there is a lot of effect of social atmosphere of instructing and learning on the achievement of secondary school students. Academic issues like lack of engagement in going to classes, test pressure, contrasting academic capacity and different students, failure to comprehend the subject and attempting to live up to guardians' desires Academic pressure supposedly is higher in teenagers as it prompts low confidence.

Yamtinah, Masykuri, Ashadi, Shidiq (2017) it is discovered that male and female students have a comparative demeanor toward science measure ability pointers. Male students have preferred outcomes over female students. Be that as it may, particularly on the markers of perception, controlling variable and making the end. Then again, female students are better on reasonable information and deciphering information. Be that as it may, no study has been found in writing with respect to motivation towards science learning of any degree of students in West Bengal. That is the reason the researcher expects to survey the motivation in high optional school students in west Bengal towards science learning among secondary school students.

STATEMENT OF THE PROBLEM

The issue tended to in this study is that little is thought about the variables that spur WEST BENGAL laborers to seek after advanced education. The reason for this study is to investigate the inspiring variables driving west Bengal laborers to seek after advanced education. In particular, this study is intended to survey the distinctive inspiring variables, both extraneous and natural, driving west Bengal laborers to look for advanced education. Also, the study tries to decide the connection between sexual orientation, age, and identity as it identifies with extraneous and natural factors that rouse west Bengal laborers' quest for advanced education.

NEED OF THE STUDY

The research and ultimate findings of this study will provide knowledge regarding the motivating factors leading west Bengal workers to pursue higher education. The findings should provide institutions of higher education with information for developing degree programs, designing and developing more effective classroom strategies, and creating marketing tools to attract and retain students. Finally, the outcome of this study will provide valuable information to employers who are creating benefit plans to attract and retain employees, as well as encourage additional employee training.

TYPES OF MOTIVATIONS FOR STUDENTS

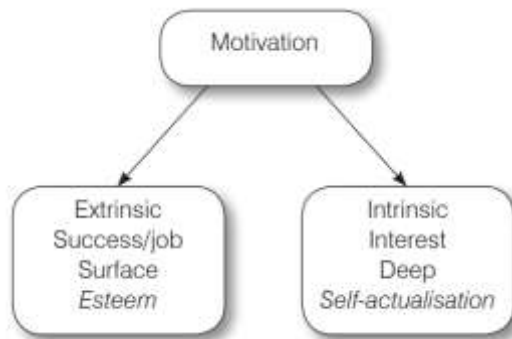


FIGURE 1: A framework of motivation

- **Internal Motivation**

All in all, internal motivation in high optional school students in west Bengal alludes to the reality of doing an action for itself and the delight and fulfillment got from cooperation. Internal motivation to know can be characterized as playing out an action for the joy and fulfillment that one encounters while picking up, investigating, or attempting to comprehend something new. Internal motivation for in high optional school students in west Bengal toward achievements can be characterized as participating in a movement for the delight and fulfillment experienced when one endeavors to achieve or make something. Inborn motivation to encounter incitement is employable when somebody participates in an action to encounter invigorating sensations (e.g., tactile joy, tasteful encounters, just as fun and fervor) got from one's commitment in the action.

- **External Motivation**

External motivation eludes to substantial rewards, for example, remuneration, incidental advantages, workplace, work conditions, and professional stability. Outward intentions can't be fulfilled by the work itself, which implies external rewards, for example, food, cash, acclaim, and so on are the principle explanation behind an individual to take part in exercises as indicated by researcher. External motivation relates to a wide assortment of practices which are occupied with as an unfortunate obligation and not for the good of their own, and can be requested along a self-assurance continuum from lower to more elevated levels.

MEASURING MOTIVATION AMONG STUDENTS

Estimation of student motivation has regularly been directed in essential and auxiliary school conditions. The estimation of motivation has been led either through an appraisal of the measure of time that students openly spent on an action or by utilizing instruments, for example, surveys and meetings which are outstandingly dependent on students having the option to ably consider "motivation". He utilizes a 12 viewpoint model of motivation, surveying the students on every angle: norms, objectives, errands, exertion, values, capacity, premium, gaining from others, obligation regarding learning, outward rewards, inherent prizes and social prizes. Different strategies for testing motivation have been advanced by Researchers in a paper which talks about meanings of characteristic and extraneous motivation. They recommend a test for inherent motivation which includes allowing students to begin an assignment and leaving them to check whether they complete it unaided.

MOTIVATING ACADEMIC TASKS

All aside from one student remarked on requires for academic undertakings to be "down to earth" and applicable to this present reality:

Five of the students likewise remarked on the necessity for an away from of what they need to do to accomplish. This isn't generally self-evident, the same number of units at college don't utilize models referring to (where the student is surveyed against an unmistakably characterized and verbalized benchmark). One remarked that a speaker would possibly give over 70% if the student considered something that the instructor didn't expect, an overwhelming errand if the teacher is seen as "mentally unrivaled". In such cases students can't have their requirement for regard met and they might be not able to advance further to selfactualization in the event that they are not assisted with building their own models of comprehension.

LEARNING AND TEACHING PERSPECTIVES AND INFLUENCES

Researcher follows the lead of researcher by talking about the idea of characteristic and outward motivation in a student setting:- a student who is naturally persuaded attempts an action "for the good of its own, for the satisfaction it gives, the learning it licenses, or the sensations of achievement it brings out" and that an extraneously spurred student performs "to acquire some reward or keep away from some discipline external to the movement itself, for example, evaluations, stickers, or instructor endorsement." Researcher turns the focus on educators by asserting that "Compelling learning in the homeroom relies upon the educator's capacity... to keep up the premium that got students to the course the primary spot", while educationist and instructive clinician researcher likewise lays a lot of significance on educator adequacy as the key factor that drives student motivation.

ACADEMIC ENGAGEMENT AND SOCIAL INTEGRATION

Student motivation is about objectives, energy, drive and course and having motivation to do what they do a lot it to the most awesome aspect their capacity. Through expanded degrees of motivation in high optional school students in west Bengal, the student can accept he/she has the certainty and ability to accomplish (self-viability) and has the learning cycle leveled out. Consequently, academic commitment can be characterized as the "degree to which students relate to and esteem tutoring results, and partake in academic and non-academic school exercises" Measuring Student commitment is here and there thin as in, a student's commitment with a specific action for example academic work isn't a marker of academic commitment. This is consistently not the situation as social mix accompanies (for instance) rivalry to keep ones social enrollment, how receptive one is, having the option to guard ones feeling of having a place and exhibit the capacity to interface, cooperate, and approve ones 'authenticity' inside the local area. In this way, the production of a difficult however strong academic climate is additionally exceptionally significant.

THE ACADEMIC 'PLAYING FIELD'

Students entering Higher Education have different components that sway on their motivation. Such factors range from their groundwork for college (how much data the college has given them), course decision, future goals and their discernments about Higher Education. The inquiry this part looks to answer is (the means by which) the Higher Education readies the battleground (learning climate) for students to be spurred to accomplish the reason that drew him/her to academic study in any case. Student motivation is supported when trust in the coach is high. A mentor who is exceptionally educated in the substance and conveyance of the topic deserves 15 admirations from the students which prompt food of student motivation. Advanced education endeavors to give students noncomplex managerial cycles to serve their non-academic requirements. Student motivation is influenced when confronted with the dissatisfaction of dreary, perplexing and difficult methods. For instance, students can become demotivated and baffled while experiencing issues with enrollment of modules, schedule changes, evaluation/assessment deferrals, charges dealings; and so on Evaluation and input systems and practices are significant as well. The general measures of developmental and summative appraisal joined with the validness and legitimacy of evaluation undertakings can in them be rousing or demotivating in high auxiliary school students in west Bengal. The significance of criticism in motivational improvement has just been talked about.

CONCLUSION

From the previously mentioned information, ends can be attracted to decide the main extraneous and inherent motivators chasing advanced education, and whether sexual orientation, age, and identity affect these variables. The study of 'motivation' in its assortment of structures is something of an academic field in itself and it is a field that is tremendous. Above all else, there is the arrangement that as far as student motivation, there is the characteristic/outward 'beneficial interaction' to be thought of. The greater part of the writing survey for this study zeroed in on the extraneous advantages of seeking after advanced education. Expanded income, better admittance to medical services, expanded retirement reserve funds, and less time jobless during a profession is a portion of the outward motivations to seek after advanced education. Despite the fact that a portion of the writing talked about the contrast among outward and inborn variables, the concentrate immediately turned around to the unmistakable, quantifiable extraneous advantages. It makes sense that outward advantages are the significant selling point for colleges in accordance with finishing a degree in view of the quantifiable idea of the advantages.

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