

A Study of e-Learning Among Senior Secondary Students Relation to Their Educational Motivation on the Basis of Gender in Udham Singh Nagar District

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Abstract- Academic motivation plays a crucial role in shaping students' learning behavior, academic performance, and overall educational outcomes. The present research study aims to examine the e-Learning Among Senior Secondary Students Relation to Their Educational Motivation on the Basis of Gender in Udham Singh Nagar District. Academic motivation of higher secondary students in the Udham Singh Nagar district with a specific focus on gender differences. The study adopted a descriptive survey method and included a sample of 400 students, comprising 200 male and 200 female students selected through stratified random sampling. A standardized Academic Motivation Scale was used to collect data. The statistical analysis, including mean, standard deviation, and t-test, was applied to assess gender-based differences in academic motivation. The results revealed that while female students showed a slightly higher mean score in academic motivation compared to their male counterparts, the difference was not statistically significant at the 0.05 level. The findings suggest that gender does not significantly influence academic motivation among higher secondary students in the region. This research has implications for educators and policymakers to design inclusive motivational strategies that cater to all students regardless of gender.

Keywords: E-learning, Academic Motivation, Gender-Based, and Behavior.

INTRODUCTION

E-learning (Electronic Learning) refers to the process of acquiring knowledge and skills through digital resources, primarily using the internet, computers, tablets, or smartphones. It can be delivered through online courses, virtual classrooms, video lectures, educational apps, and interactive modules.

It allows learners to access educational content anytime and anywhere, making learning more flexible and accessible.

E-learning refers to the delivery of educational content and instruction through digital technologies, primarily via the internet. It encompasses online courses, virtual classrooms, video lectures, and interactive learning modules, enabling learners to access knowledge anytime and anywhere.

E-learning plays a vital role in modern education due to its accessibility, flexibility, and cost-effectiveness. It provides diverse multimedia resources, supports self-paced and lifelong learning, and fosters global connectivity among learners and educators. Additionally, it reduces environmental impact by minimizing the use of paper and physical infrastructure, making it a sustainable mode of education.

Educational motivation refers to the internal drive or external encouragement that prompts students to engage in learning, persist in academic tasks, and strive to achieve educational goals. It is the force that influences the direction, intensity, and persistence of student behavior in educational settings. Academic motivation refers to the internal drive, interest, or desire that compels a student to engage in learning activities, persist through challenges, and strive to achieve academic success. It influences how much effort students put into their studies, how they approach tasks, and how they respond to academic successes or failures.

Academic motivation is a key determinant of student success. It drives learners to engage with learning activities, set goals, and persevere in the face of

challenges. Understanding motivational differences between genders can help educators implement more inclusive and effective pedagogical strategies. This study focuses on examining the academic motivation of male and female students studying at the higher secondary level in the Udham Singh Nagar district of Uttarakhand.

Academic motivation plays a pivotal role in determining the learning outcomes and overall academic success of students. It refers to the internal drive, desire, and interest that stimulate learners to achieve academic goals. In the context of adolescent learners, particularly those at the higher secondary level, academic motivation becomes even more critical, as it influences their academic choices, performance, and future career aspirations.

Gender, as a social construct, has long been observed to impact various aspects of learning, including motivation. Societal expectations, cultural norms, and parental influences often shape the motivational patterns of male and female students differently. Understanding these gender-based differences in academic motivation can help educators, policymakers, and parents to develop more effective and inclusive educational strategies.

Udham Singh Nagar, a district in the state of Uttarakhand, represents a diverse socio-economic and cultural landscape, making it a relevant site for educational research. This study aims to explore and compare the academic motivation of male and female students at the higher secondary level in this district. By analyzing gender-based variations, the research seeks to contribute to a more nuanced understanding of student motivation and provide insights that could support gender-sensitive pedagogical practices.

Importance of Academic Motivation in Senior Secondary Students

Academic motivation plays a crucial role in the educational journey of higher secondary students, as it directly influences their learning behavior, performance, and future aspirations. This stage marks a transitional period in students' lives, where they begin to make important decisions regarding careers, higher education, and personal goals. Here are some key reasons why academic motivation is important for higher secondary students:

Enhances Academic Performance- Motivated students are more likely to set goals, manage their time efficiently, and engage actively in learning. Intrinsic motivation fosters curiosity and a desire to learn, while extrinsic motivation helps students meet deadlines and achieve tangible academic outcomes.

Promotes Self-Discipline and Responsibility- 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.

Reduces Dropout Rates- 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.

Builds Confidence and Self-Esteem- 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.

Shapes Career Aspirations- Higher secondary education is a foundation for future careers. Motivated students are more likely to explore academic and career options seriously,

SIGNIFICANCE OF THE STUDY

Academic motivation plays a critical role in determining students' learning outcomes, career aspirations, and overall academic success. In the present era of competition and knowledge-based society, understanding what drives students to learn is vital for educators, parents, and policymakers. The significance of this research lies in its potential to contribute to a deeper understanding of the motivational patterns among higher secondary students, particularly in the context of gender differences in Udham Singh Nagar district of Uttarakhand.

Udham Singh Nagar is a socially and culturally diverse region where students come from varied socio-economic, rural-urban, and cultural backgrounds. Exploring academic motivation among boys and girls in this specific geographical and socio-cultural setting

can help identify gender-based disparities, if any, in academic engagement and drive. Such understanding is essential in designing effective gender-sensitive educational strategies and interventions that promote equity and excellence in education.

Furthermore, the study holds importance for curriculum planners, school administrators, teachers, and counselors as it provides empirical data on how male and female students differ in their academic motivation. These insights can inform the development of targeted programs that foster intrinsic and extrinsic motivation, improve classroom engagement, and ultimately enhance academic performance.

By focusing on gender as a variable, the study also contributes to the broader discourse on gender and education in India, aligning with national goals of inclusive and equitable quality education as envisioned in the National Education Policy (NEP) 2020. Thus, the research is both timely and socially relevant, offering valuable implications for improving educational practices and outcomes at the secondary school level.

OBJECTIVES OF THE STUDY

To measure the e-Learning Among Senior Secondary Students Relation to Their Educational Motivation on the Basis of Gender 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 the Basis of Gender 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 (200 males and 200 females) was selected randomly from various higher secondary schools of Udham Singh Nagar district.

Tool Used:

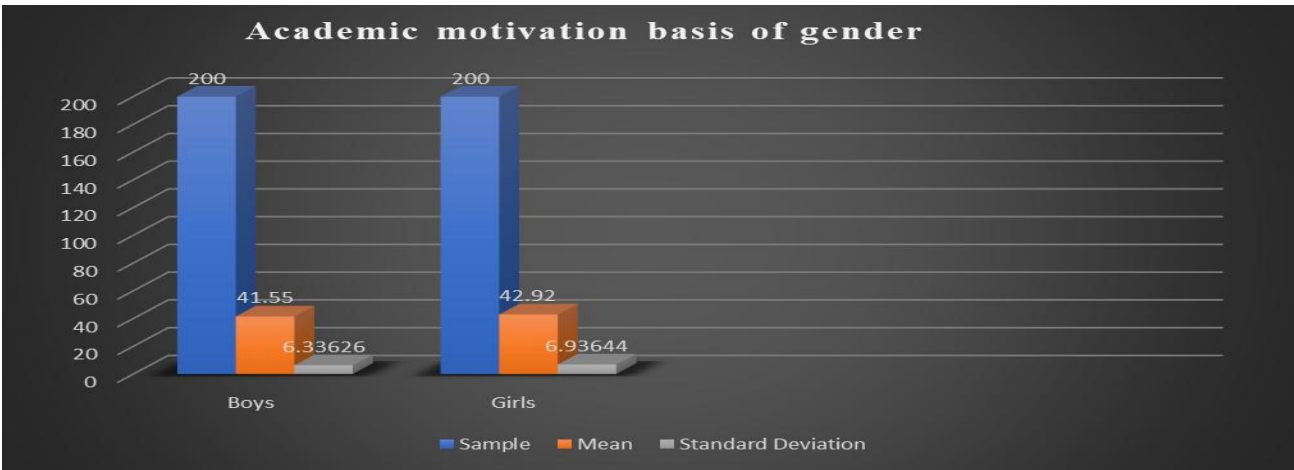
A standardized Academic Motivation Scale was used for collecting data. The scale is reliable and valid for assessing academic motivation levels in secondary-level students.

Statistical Techniques:

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

Table No. 1 Academic Motivation of Senior Secondary Students on the Basis of Gender

Group	sample	Mean	Standard Deviation	t	0.05 Level of significance
Boys	200	41.550	6.33626	2.062	No significance difference.
Girls	200	42.9200	6.93644		



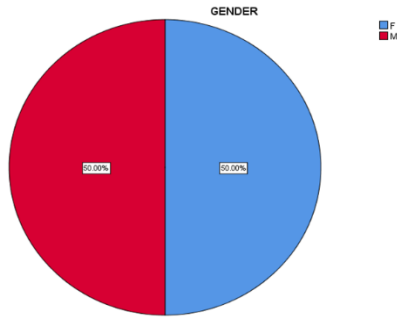


Table number-1 presents the statistical analysis of the gender-based study of e-Learning Among Senior Secondary Students Relation to Their Educational Motivation on the Basis of Gender in Udham Singh Nagar District. On studying the data presented in the table, it is clear that there is no significant difference on the basis of gender in academic motivation among boys and girls studying in higher secondary schools of Udham Singh Nagar district. Here, the mean of boys was 41.550 and standard deviation was 6.33626, whereas the mean of girls was 42.9200 and standard deviation was 6.93644 and the value of t was 2.062. By analyzing the data, it is clear that from the statistical point of view, no significant difference was found in academic motivation among boys and girls. From this it is clear that boys and girls studying in higher secondary schools of Udham Singh Nagar district were equally affected by this problem. Although there was a difference in the mean and standard deviation between boys and girls, but from the statistical point of view this difference was not significant. So that research hypothesis is accepted.

SUGGESTIONS

1. **Equal Motivation Strategies for Both Genders:** Since no significant gender difference in academic motivation was found, educational planners and school administrators should implement motivation-enhancing strategies that are inclusive and equally beneficial for both boys and girls.
2. **Focus on General Factors Affecting Motivation:** As academic motivation appears to be uniformly distributed among boys and girls, attention should be given to general factors influencing motivation — such as teaching methods, classroom environment, curriculum relevance, parental involvement, and peer influence.

3. **Teacher Training on Motivation Techniques:** Teachers should be trained in motivational strategies that can be effectively applied to both genders. Workshops and professional development programs should emphasize fostering intrinsic motivation, goal setting, and self-efficacy among students.

4. **Personalized Support Regardless of Gender:** While gender does not significantly impact motivation, individual differences still exist. Schools should provide academic counseling and mentoring tailored to students' personal academic goals, interests, and learning styles.

5. **Encourage Participation in Co-curricular Activities:** Participation in co-curricular activities enhances motivation by building confidence, social skills, and goal orientation. Schools should ensure that both boys and girls have equal opportunities and encouragement to engage in such activities.

6. **Parental Awareness Programs:** Parents should be made aware through seminars or parent-teacher meetings that both boys and girls have similar motivational needs and challenges. This will help foster a more supportive environment at home for academic pursuits.

7. **Further Research on Motivation Influencers:** Since gender is not a significant factor, further research can explore other demographic variables (e.g., socio-economic status, school type, parental education, urban-rural divide) that may influence academic motivation.

8. **Policy Implication:** Policymakers should avoid gender-biased motivational interventions and instead focus on designing student motivation programs that cater to the common needs of both male and female students.

9. **Monitoring and Evaluation Systems:** Schools should establish regular monitoring systems to assess students' academic motivation and intervene where necessary, focusing on motivational decline irrespective of gender.

CONCLUSION

The present research study titled "To Study the Academic Motivation of Higher Secondary Students of Udham Singh Nagar District on the Basis of Gender" aimed to explore whether significant gender-based differences exist in the academic motivation levels among male and female students at the higher

secondary level. A sample of 400 students (200 males and 200 females) was analyzed using statistical tools including mean, standard deviation, and t-test.

The findings of the study revealed that while female students had a slightly higher mean score in academic motivation compared to male students, the difference was not statistically significant at the 0.05 level. This indicates that both male and female 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 gender-based interventions, emphasis should be placed on creating learning environments and strategies that universally enhance academic motivation across both genders. 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.

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.

In conclusion, the study contributes to the understanding that gender 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 gender.

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