A Correlational Study of Implicit Motivation and Learned Optimism of Higher Secondary Students

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Abstract: *Motivation is the heart of the learning process, which generates the willpower in the individual to do something. Adequate motivation not only engage the students in the activity that results in learning but also sustains and directs learning. This study is aimed at finding the correlation between Implicit Motivation and Learned Optimism among higher secondary school students in relation to gender, area. To study the learned optimism the researcher had used standardized test which is prepared by Sanjyot Pethe, Sushama Chaudhari, Santosh Dhar and Upinder Dhar. This study adopts survey research design on sample of 180 students.*

Keywords: Implicit Motivation and Learned Optimism

1. Introduction

Education develops the individual like a flower which distributes its fragrance all over the environment. In this sense education is that constructive process which drags a person from darkness, poverty and misery and leads him on the poles of enlightenment, prosperity and happiness by developing him in all the aspects i.e. physical, mental, emotional and social. With this type of all round development, he/she becomes responsible, dynamic, resourceful and enterprising citizen of strong and good moral character. Education develops the personality of an individual and makes him intelligent, learned, bold and courageous. It contributes to the growth and development of society.

1.1 Motivation

Motivation may be regarded as something which prompts, compels and energizes an individual to act or behave in a particular way at a particular time for attaining some specific goal or purpose.

1.2 Implicit motivation

Implicit motivation is associated with positive academic reasons because it is autonomy based. It is characterized by person's feeling that his/her actions originate from within.

1.3 Optimism

Optimism is an attitude towards positive thinking, which includes believing for the best possible outcome from situation or positive way to look into a negative situation.

1.4 Learned Optimism

Learned optimism is a sense of enthusiasm, confidence and control, which develops once a person achieves small successes.

2. Background

The number of studies have been conducted to assess the influence of learned optimism and implicit motivation on people.

Implicit theories influence people's inferences, reactions, judgements towards themselves, other people and the situations they may face. They may not necessarily be aware of their own implicit theories as well as the impact of these theories on their social understanding. The emergence of the implicit theories stemmed from Kelly's (1955) work on the theory of personality. According to Kelly, a person's processes are psychologically channelized by the ways in which he anticipates events , and that these ways exist in the form of constructs (Kelly,1955) [8]. Thus a major component of personality involves personal constructs or intuitive assumptions about the self and the social realities that surrounds the individual. Men and women form very different implicit personality theories for aggressive behavior. Men tend to view aggression as an instrumental process designed to accomplish specific goals, women conceptualize aggression as an impulsive expression of emotion. (Campbell & Muncer, 1987) [1]. Every individual uses implicit theories in daily life. These implicit theories also termed as lay theories, naive theories, intuitive theories, common sense theories, background beliefs (Hong, Levy & Chiu,2001) [6], or self theories (Dweck 1999) [3].

The number of studies have been conducted to assess the influence of motivation and positive thinking on children.

Learned hopelessness is linked to heightened risk of depression, poor academic performance and stress induced illness when bad events occur (Metalsky, Abramson, Seligman, Semmel & Peterson, 1982 [9]; Peterson & Barret, 1987 [10]; Peterson & Seligman, 1984 [11]; Peterson, Seligman & Vaillant, 1988) [12]. Despite the growing understanding about changes in personality characteristics, implicit motives are often still considered to be a comparatively stable part of an individual's personality that is exclusively formed in the early childhood (McClelland and Pilon, 1983; McClelland, 1985). Implicit motives are defined as unconscious motivational dispositions that are activated through affectively charged incentives influencing spontaneous behavior. (McClelland, 1985; Schultheiss, 2008) [13]. Leaders in the field of learned optimism research discovered that people's tendency to give up efforts to change bad outcomes was due to a predisposition to view bad outcomes as being caused by internal, stable and global characteristics (Buchanan & Seligman, 1995). With two personality traits linked to achievement, ability and motivation, the construct has modified slightly to include

mindset (optimistic or pessimistic) as an indication of success. The ability to succeed and the desire to succeed are not always enough without the belief that one will succeed, and this is where learned optimism is critical to student success in higher education (Schulman, 1999) [14]. Learned optimism in a higher education context views student as willing, tasks as achievable and allows higher education providers to shift the focus away from pessimism and onto goal-oriented planning and thinking that supports the success of students (Hoy et al., 2006) [7] . The aim of the Student Engagement team was to provide students with the environment and opportunity to practice learned optimism in the context of their student group activities. Through goal orientated activities and training opportunities, the aim was to provide individuals with small practical achievements where they were able to positively attain goals with greater satisfaction, more competency, and achieve these goals independent of association of groups or peers. The ability to experience learned optimism in this setting would begin to provide students with achievement opportunities that would be positively linked with wellbeing (Halama & Dedova, 2007) [5]. Students who exhibit self-regulating behaviour such as resilience, a positive mindset and learned optimism are frequently identified as self-starters with persistence and prevail more often over problems that arise (Zito, Adkins, Gavins, Harris, & Graham 2007) [16]. Optimism is multidimensional with a determination to accomplish personal goals (agency) and the tendency to plan methods of achieving goals (pathway) (Tariq & Zubair, 2015) [15]. Learned optimism is a response to the proverb "is the glass half empty or half full?" and provides a solution by altering the way we perceive events by conditioning our minds. It is the idea that we can learn to be optimistic and cultivate our own happiness) (El Sayed & Humble, 2018) [4].

3. Problem

The present study has been selected to know the effect of implicit motivation on learned optimism of higher secondary school students.

3.1 Objectives of the study

- To find out the relationship between implicit motivation and learned optimism of higher secondary school students.
- To find out the effect of gender on implicit motivation of higher secondary school students.
- To assess the effect of area on implicit motivation of higher secondary school students.
- To evaluate the effect of gender on learned optimism of higher secondary school students.
- To assess the effect of area on learned optimism of higher secondary school students.
- To study the implicit perception of motivation of higher secondary school students.

3.2 Hypotheses of the Study

H1- There would be no relationship between implicit motivation and learned optimism of higher secondary school students.

H2- There would be no effect of gender on implicit motivation of higher secondary school students.
H3- There would be no effect of area on implicit motivation of higher secondary school students.
H4- There would be no effect of gender on learned optimism of higher secondary school students.
H5- There would be no effect of area on learned optimism of higher secondary school students.
H6- There would be no variation in the implicit perception of motivation of higher secondary school students.

4. Population

Student population was taken from 8 English medium non-government schools in West Bengal region .

4.1 Sample Size

Researcher had selected the sample by convenient random sampling method. Students of standard XI and XII are taken. In this research, 160 students (80 boys and 80 girls) were chosen.

4.2 Tools Used

To study the implicit motivation researcher has prepared self made open ended test consisting 5 domains-
- What are the things you do that motivate you to get success in your doings?
- How do the teacher of your school motivate you to become optimistic?
- How do the society help you to motivate in your success?
I get motivated easily by doing………………?
How does your family motivate you in your success?

This part of the study is a qualitative study which is done with an opinionative tool which draws the opinions of students regarding their nature of getting motivated.

To study the learned optimism the researcher had used standardized test which is prepared by Sanjyot Pethe, Sushama Chaudhari, Santosh Dhar and Upinder Dhar. This tool has 22 questions. Each question or statement is scored 5 for strongly agree, 4 for agree, 3 for neutral, 2 for disagree and 1 for strongly disagree.

4.3 Administration of the test

For the proper functioning and application of any test its proper administration is must. Firstly, for the administration the researcher had visited the respective schools and met the principal of the schools and taken their cooperation for implementation of the test in those schools. The test was administered on 160 students of class XI.
Instructions for Implicit Motivation –
1) Attempt all questions positively.
2) Attempt the questions with your opinions. Do not consult anybody while answering the questions. This is not a test and it does not relate performance in your school.
3) You may give as many answers as you wished to give.

Instructions for Learned Optimism Scale –

1) The instructions printed on the response sheet are sufficient to take care of the questions that are asked.
2) No time limit is given for completing this scale. However, most respondents should complete it in 10 minutes.
3) It should be also emphasized that there is no right or wrong answer to the statements. The statements are designed to have a difference in individual reaction to various situations. The scale is meant to know the differences between individual and not meant to rank them as good or bad. The responses should be kept confidential.
4) No statement should be left unanswered.
5) It is not desirable to tell the students the exact purpose for which the test is used.

During the course of the test, ideal environment was maintained and thus the test was administered. In this way the data was collected from 160 students of different schools.

4.4 Scoring Of Implicit Motivation

Questionnaire has been prepared by researcher with the consultation of Guide and post item analysis it was validated by 3 experts of different universities.

Opinions given by the students are considered and they have been categorized into different known common categories. Here the frequencies have been taken as the score of each category and the respective frequencies are converted into percentage for the convenience purpose.

4.5 Scoring Of Learned Optimism Scale

Each item or statement should be scored 5 for strongly agree, 4 for agree, 3 for neutral , 2 for disagree and 1 for strongly disagree. After obtaining scores for each question , all the scores were summed up to obtain total score.

4.6 Statistical Analysis Used

- ANOVA has been applied.
- t value is used.
- Biserial correlation has been applied.

5. Result Interpretation and Discussion

Hypothesis-1
There would be no relationship between implicit motivation and learned optimism of higher secondary school students.
To study the hypothesis the last score was subjected to analyze under mean and standard deviation of both the groups.

Table 1

S. No.	Description	Mean	S.D.	N
1.	Implicit Motivation	44.44	63.44	160
2.	Learned Optimism	3959.27	5651.84	160

To prove the hypothesis, Biserial correlation method is used between implicit motivation and learned optimism scores. Since the values of σrbis and σr are same that is the difference between p & q is very less that means both of them are correlated in a positive way. There is a positive correlation between both of them.

Hence hypothesis is rejected.

Hypothesis-2
There would be no effect of gender on implicit motivation of higher secondary school students.

Obtained opinions were converted into frequencies and frequencies of different opinions were converted into percentages, then the percentages were converted into ranks.

Table 2: Effect of gender on implicit motivation of higher secondary school students

Total Ranks of Boys	Total Ranks of Girls	χ_r^2	Significant Level
28	26	138.22	Highly significant at 0.01 level

To draw the result, Fredman Anova by ranks

χ_r^2 was computed. The result χ_r^2 is 138.22 which is highly significant at 0.01 level of significance. Hence it can be interpreted that gender has an effect on implicit motivation of high secondary school students.

Hence hypothesis is rejected.

Hypothesis-3
There would be no effect of area on implicit motivation of higher secondary school students.

Obtained opinions were converted into frequencies and frequencies of different opinions were converted into percentages, then the percentages were converted into ranks.

Table 3: Effect of area on implicit motivation of higher secondary school students

Total Ranks of Rural Area	Total Ranks of Urban Area	χ_r^2	Significant Level
25.5	28.5	144.5	Highly significant at 0.01 level

To draw the result, Fredman Anova by ranks χ_r^2 was computed. The result χ_r^2 is 144.5 which is highly significant at 0.01 level of significance. Hence it can be interpreted that area has an effect on implicit motivation of high secondary school students.

Hence hypothesis is rejected.

Hypothesis 4

There would be no effect of gender on learned optimism of higher secondary school students.

Mean and standard deviation scores are given below on the table.

Table 4: Effect of gender on learned optimism of higher secondary school students

Categories	Mean	S.D.	N	T value
Boys	88.4	63.91	80	.33
Girls	91.9	68.63	80	

To prove the hypothesis t value method is used. The result of t value is .33 which is not significant, so there will be insignificant difference at 0.05 level of significance.

Hence our hypothesis is accepted.

Hypothesis-5
There would be no effect of area on learned optimism of higher secondary school students.
Mean and standard deviation scores are given below on the table.

Table 5: Effect of area on learned optimism of higher secondary school students.

Categories	Mean	S.D.	N	T value
Urban	89.82	72.37	80	.05
Rural	90.48	72.61	80	

The computed tvalue is .05 which is not significant. The mean scores of rural students(90.48) is higher than the mean scores of urban students(89.82). This suggests that rural students show high learned optimism than the urban students.

Hence our hypothesis is accepted.

Hypothesis- 6
There would be no variation in the implicit perception of motivation of higher secondary school students.

To draw the result, answers of the students were classified into motivation categories and then frequencies were taken. After that percentages were evaluated. Motivation categories are given below.

| S. No.	Motivation categories
1	Confidence
2	Discipline
3	Hardwork
4	Obedient
5	Inspiration
6	Competitiveness
7	Extra Curricular activities
8	Helping Attitude
9	Reading
10	Advice
11	Motivation
12	Concentration
13	Guidance
14	Demotivation
15	Organisation
16	Self respect
17	Own experience
18	Freedom

A graph is drawn between the percentage of frequencies of implicit motivation against its categories. Through this graph it is clear that motivation having the highest percentage of

value 16.625% and the least is self respect with percentage .625%. The next highest percentage is guidance with the value of 16.375%. Own experience category occupied the next least percentage with .875% The third highest category is hardwork with the value of 11.375 %. The next category that is extra curricular activities with a value of 10.5%, occupied fourth position and the remaining categories of motivation occupied moderate position in the graph.

It is evident from the graph that self motivation is playing an important role in the achievement of implicit perception of the students.

Graphical analysis of Implicit Motivation and Learned Optimism

6. Conclusion
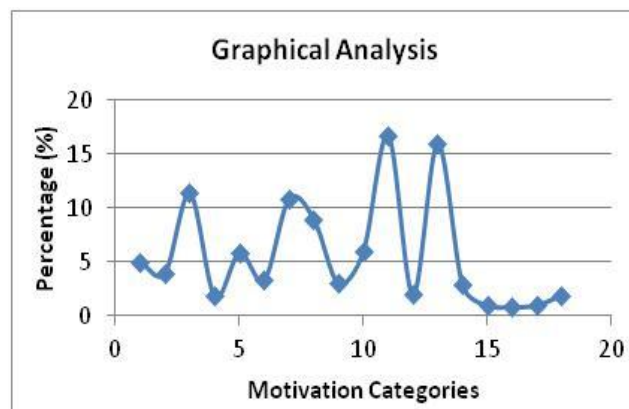
The above study was done on a 160 students and it stated that implicit motivation and learned optimism are correlated in a positive way. There is a positive correlation between both of them. It also states that gender and area have an effect on implicit motivation of high secondary school students. There is no effect of gender and area on learned optimism of higher secondary school students. It is also evident from the graph that self motivation is playing an important role in the achievement of implicit perception of the students. Self – motivation drives people to keep going even in the face of set-backs, to take up opportunities, and to show commitment to what they want to achieve.

7. Suggestions

The present study is helpful to parents.
- Parents should know the capabilities of their children.
- Parents should encourage the children in the proper direction for learning.
- Parents should provide the necessary environment for learning.
- Parents should pay attention towards their children at regular intervals.

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