

Chapter VII

RESULTS AND DISCUSSION

Based on the methods of analysis of the data used, the research findings are presented and discussed here in this chapter, with the aid of such matters of statistics as mean, range, percentage, standard deviation, co-efficient of variation, correlation, regression of dependent and various independent factors contributing towards the motivation and attitude as far as the acquisition of English as Second Language at the Higher Secondary level is concerned.

7.1. PART- I

7.1.1. Distribution of Respondents according to their Age(X_1)

Sl. No	Category	Score	Frequency	Percentage	Statistics
1	Low	16-17	329	85.9	Mean=16.81 SD=0.71 Range=16-19 CV= 4.21
2	High	18-19	54	14.1	

Table-7.1

Table-7.1 represents the distribution of the respondents according to their age. The socio-personal variable Age (X_1) of the respondents has the lowest limit of 16 years and maximum limit of 19 years. Among the respondents 85.9% students are under the low age group category i.e. under the age group of 16-17 years. It may be concluded that the Higher Secondary students in West Bengal are under the age group of 16-17 years. The mean value of the variable age is

16.81 and the standard deviation is 0.71. From this table it is also clear that the variable age (X_1) has distributed with higher consistency because co-efficient of variation for the variable age is 4.21 %.

7.1.2. Distribution of Respondents according to their Education(X_2)

Sl.No	Category	Score	Frequency	Percentage	Statistics
1	XI	11	151	39.8	Mean= 11.61 SD= 0.49 Range= 11-12 CV= 4.22
2	XII	12	232	60.6	

Table-7.2

Table-7.2 represents the distribution of the respondents according to their education. The socio-personal variable Education (X_2) of the respondents has the lower limit of 11th standard and maximum limit of 12th standard. Among the respondents 39.8 % students are under 11th standard i.e. 39.8%, respondents read in class XI and the rest 60.6 % respondents read in class XII. It is evident that in case of taking response greater emphasis was laid on 12th standard students. The mean value of the variable 'Education' is 11.61 and the standard deviation is 0.49. From this table it is also clear that the variable 'Education' (X_2) has distributed with higher consistency because co-efficient of variation for the variable 'Education' is 4.22 %.

7.1.3. Distribution of Respondents according to their Sex (Gender) (X_3)

Sl. No.	Category	Score	Frequency	Percentage	Statistics
1	Male	1	270	70.5	Mean= 1.30 SD= 0.46 Range= 1-2 CV= 35.4
2	Female	2	113	29.5	

Table-7.3

Table-7.3 represents the distribution of the respondents according to their sex (gender). Among the respondents, the number of male candidates was 270 and female candidates were 113. From here, we can conclude that the sex (gender) ratio of the Higher Secondary students in West Bengal is 705 male students out of 1000 students.

7.1.4. Distribution of Respondents according to their Family Education Status (X_4)

Sl. No.	Category	Score	Frequency	Percentage	Statistics
1	Low	1.0-2.5	20	5.3	Mean= 4.70 SD= 1.08 Range= 1.75-6.75 CV = 22.9
2	Medium	2.6-5.0	209	54.5	
3	High	5.1 – 7.5	154	40.2	

Table-7.4

Table-7.4 represents the distribution of the respondents according to their Family Education Status. The socio-personal variable Family Education Status (X_4) of the respondents has the lower limit of 1.75 and highest limit of 6.75. Among the respondents 5.3 % students are under low category i.e. the Family Education Status of 5.3 % respondents is poor, 54.5 % respondents fall under the medium category and the rest 40.2 % respondents belong to high category i.e. the Family Education Status of 40.2 % students is good and satisfactory. The mean value of the variable 'Family Education Status' is 4.70 and the standard deviation is 1.08. From this table it is also clear that the variable 'Family Education Status' (X_4) has distributed with lower consistency because coefficient of variation for the variable 'Family Education Status' is 22.9 %.

7.1.5. Distribution of Respondents according to their Family Size (X_5)

Sl. No.	Category	Score	Frequency	Percentage	Statistics
1	Small	1-4	206	53.8	Mean= 4.77
2	Medium	5-8	158	41.3	SD= 1.61
3	Large	9-12	19	4.9	Range= 2-12 CV= 33.5

Table-7.5

Table-7.5 represents the distribution of the respondents according to their Family Size. The socio-personal variable Family Size (X_5) of the respondents has the lowest limit of 2 family members and maximum limit of 12 family

members. Among the respondents 53.8 % students belong to small size families comprising only 1-4 family members, 41.3 % respondents belong to medium size families with 5-8 family members and the rest 4.9 % respondents belong to large families having 9-12 members. It is clear that most of the Higher Secondary students in West Bengal belong to small size families. The mean value of the variable Family Size is 4.77 and the standard deviation is 1.61. From this table it is also clear that the variable Family Size (X_5) has distributed with lower consistency because co-efficient of variation for the variable age is 33.5.

7.1.6. Distribution of Respondents according to their Educational Aspiration (X_6)

Sl. No.	Category	Score	Frequency	Percentage	Statistics
1	Low	1-4	29	7.6	Mean= 5.41 SD= 0.63 Range= 4-6 CV= 11.64
2	High	5-6	354	92.4	

Table-7.6

Table-7.6 represents the distribution of the respondents according to their Educational Aspiration (X_6). The socio-personal variable Educational Aspiration (X_6) of the respondents has the lowest limit of 4 and maximum limit of 6. Among the respondents 7.6 % students have low educational aspiration while

92.4 % respondents have high educational aspiration. It is quite evident from the table that most of the Higher Secondary students in West Bengal aspire for higher education. The mean value of the variable Educational Aspiration (X_6) is 5.41 and the standard deviation is 0.63. From this table it is also clear that the variable Educational Aspiration (X_6) has distributed with rather lower consistency because co-efficient of variation for the variable Educational Aspiration (X_6) is 11.64.

7.1.7. Distribution of Respondents according to their Annual Income (X_7)

Sl. No.	Category	Score	Frequency	Percentage	Statistics
1	Low	1-200	259	67.6	Mean= 176.62 SD= 159.01 Range= 13-800 CV= 90.02
2	Medium	201-400	85	22.2	
3	High	401-800	39	10.2	

Table-7.7

Table-7.7 represents the distribution of the respondents according to their Annual Income (X_7). The socio-personal variable Annual Income (X_7) of the respondents has the lowest limit of 13 and maximum limit of 800. Among the respondents 67.6 % belong to low income group families starting from only Rs.13000 to Rs. 2,00,000 per year, 22.2 % respondents belong to medium income group families with the annual income of Rs. 2,01,000 – Rs. 4,00,000 and only 10.2 % respondents fall under high income group families with the

annual income of Rs. 4,01,000 – Rs. 8,00,000. It is quite clear from the table that most of the Higher Secondary students in West Bengal who read in Higher Secondary Schools under West Bengal Council of Higher Secondary Education belong to low income group families. The table also presents that most of the Higher Secondary students belonging to rich families do not read in Higher Secondary Schools under West Bengal Council of Higher Secondary Education.

The mean value of the variable Annual Income (X_7) is 176.62 and the standard deviation is 159.01. From this table it is also clear that the variable Annual Income (X_7) is highly inconsistent with the result because the coefficient of variation for the variable Annual Income (X_7) is 90.02.

7.1.8. Distribution of Respondents according to their Economic Status (X_8)

Sl. No.	Category	Score	Frequency	Percentage	Statistics
1	Low	1-8	164	42.8	Mean= 10.24 SD= 5.82 Range= 2-25 CV= 56.83
2	Medium	9-17	168	43.9	
3	High	18-25	51	13.3	

Table-7.8

Table-7.8 represents the distribution of the respondents according to their Economic Status (X_8). The socio-personal variable Economic Status (X_8) of the respondents has the lowest limit of 2 and maximum limit of 25. Among the

respondents 42.8 % belong to families with low economic status, 43.9 % respondents belong to families with medium economic status and only 13.3 % respondents belong to families with high economic status. The table shows that only few students who enjoy high economic status read in Higher Secondary Schools under West Bengal Council of Higher Secondary Education.

The mean value of the variable Economic Status (X_8) is 10.24 and the standard deviation is 5.82. From this table it is also clear that the variable Economic Status (X_8) is highly inconsistent with the result because the coefficient of variation for the variable Economic Status (X_8) is 56.83.

7.1.9. Distribution of Respondents according to their Scientific Orientation

(X_9)

Sl. No.	Category	Score	Frequency	Percentage	Statistics
1	Low	1-14	0	0	Mean= 31.33 SD= 5.06 Range=16-42 CV= 16.15
2	Medium	15-28	108	28.2	
3	High	29-42	275	70.8	

Table-7.9

Table-7.9 represents the distribution of the respondents according to their Scientific Orientation (X_9). The socio-personal variable Scientific Orientation (X_9) of the respondents has the lowest limit of 16 and maximum limit of 42. It

was found that no respondent belong to low category. Among the respondents 28.2 % belong to medium category i.e. 28.2%, students have an average scientific orientation while 70.8 % respondents' scientific orientation is sufficiently high. It may conclude that most of the respondents trust and rely on ideas and practices developed through scientific research.

The mean value of the variable Scientific Orientation (X_9) is 31.33 and the standard deviation is 5.06. From this table it is also clear that the variable Scientific Orientation (X_9) has distributed with higher consistency because coefficient of variation for the variable Scientific Orientation (X_9) is 16.15.

7.1.10. Distribution of Respondents according to their Independency (X_{10})

Sl. No.	Category	Score	Frequency	Percentage	Statistics
1	Low	1-14	2	0.5	Mean= 31.41 SD= 4.99 Range= 10-42 CV= 15.88
2	Medium	15-28	106	27.7	
3	High	29-42	275	71.8	

Table-7.10

Table-7.10 represents the distribution of the respondents according to their Independency (X_{10}). The socio-personal variable Independency (X_{10}) of the respondents has the lowest limit of 10 and maximum limit of 42. It was found

that among the respondents 0.5 % respondents are under the low category, 27.7 % belong to medium category and 71.8 % respondents are under the high level category.

The mean value of the variable Independency (X_{10}) is 31.41 and the standard deviation is 4.99. From this table it is also clear that the variable Independency (X_{10}) has distributed with higher consistency because co-efficient of variation for the variable Independency (X_{10}) is 15.88.

7.1.11. Distribution of Respondents according to their Orientation towards Competition (X_{11})

Sl. No.	Category	Score	Frequency	Percentage	Statistics
1	Low	1-8	5	1.3	Mean= 17.38 SD= 2.74 Range= 4-24 CV= 15.76
2	Medium	9-17	126	32.9	
3	High	17-24	252	65.8	

Table-7.11

Table-7.11 represents the distribution of the respondents according to their Orientation towards Competition (X_{11}). The socio-personal variable Orientation towards Competition (X_{11}) of the respondents has the lowest limit of 04 and maximum limit of 24. Among the respondents only 1.3 % respondents are under the low category, 32.9 % belong to medium category and 65.8 % respondents are

under the high level category. It may conclude that most of the respondents prefer competitive academic environment for learning ESL at the Higher Secondary level in West Bengal and oriented to place themselves in a competitive situation in relation to others for projecting his excellence in activity.

The mean value of the variable Orientation towards Competition (X_{11}) is 17.38 and the standard deviation is 2.74. From this table it is also clear that the variable Orientation towards Competition (X_{11}) has distributed with higher consistency because co-efficient of variation for the variable Orientation towards Competition (X_{11}) is 15.76.

7.1.12. Distribution of Respondents according to their Knowledge in English (X_{12})

Sl. No.	Category	Score	Frequency	Percentage	Statistics
1	Low	1-7	38	9.9	Mean= 11.42 SD= 3.56 Range= 1-19 CV= 31.17
2	Medium	8-14	261	68.2	
3	High	14-20	84	21.9	

Table-7.12

Table-7.12 represents the distribution of the respondents according to their Knowledge in English (X_{12}). The socio-personal variable Knowledge in English

(X_{12}) of the respondents has the lowest limit of 01 and maximum limit of 19. Among the respondents only 9.9 % respondents are under the low category, 68.2 % belong to medium category and 21.9 % respondents are under the high level category. From the above table it is clear that greater part of higher secondary students in West Bengal has mediocre knowledge in English and only around 22 % students are rather strong in English.

The mean value of the variable Knowledge in English (X_{12}) is 11.42 and the standard deviation is 3.56. From this table it is also clear that the variable Knowledge in English (X_{12}) is moderately consistent because co-efficient of variation for the variable Knowledge in English (X_{12}) is 31.17.

7.1.13. Distribution of Respondents according to the Social Participation of their family members (X_{13})

Sl. No.	Category	Score	Frequency	Percentage	Statistics
1	Low	1-3	362	94.5	Mean= 1.33 SD= 0.89
2	High	4-6	21	5.5	Range= 1-6 CV= 66.91

Table-7.13

Table-7.13 represents the distribution of the respondents according to the Social Participation of their family members (X_{13}). The socio-personal variable Social Participation of family members (X_{13}) of the respondents has the lowest limit of 01 and maximum limit of 06. Among the respondents only 94.5 %

respondents are under the low category, 5.5 % belong to high level category. From the above table it is clear that a very few families of higher secondary students in West Bengal are actively involved in formal organizations as members or office bearers.

The mean value of the variable Social Participation of family members (X_{13}) is 1.33 and the standard deviation is 0.89. From this table it is also clear that the variable Social Participation of family members (X_{13}) is highly inconsistent because co-efficient of variation for the variable Social Participation of family members (X_{13}) is 66.91.

7.1.14. Distribution of Respondents according to their Utilization of Cosmopolite Sources (X_{14})

Sl. No.	Category	Score	Frequency	Percentage	Statistics
1	Low	1-11	135	35.2	Mean= 13.63 SD= 4.46 Range= 6-33 CV= 32.72
2	Medium	12-22	236	61.6	
3	High	23-33	12	3.2	

Table-7.14

Table-7.14 represents the distribution of the respondents according to the Utilization of Cosmopolite Sources (X_{14}). The socio-personal variable Utilization of Cosmopolite Sources (X_{14}) of the respondents has the lowest limit

of 06 and maximum limit of 33. Among the respondents only 35.2%, respondents are under the low category, 61.6 % belong to medium category, and the rest 3.2 % respondents fall under high level category.

The mean value of the variable Utilization of Cosmopolite Sources (X_{14}) is 13.63 and the standard deviation is 4.46. From this table it is also clear that the variable Utilization of Cosmopolite Sources (X_{14}) is moderately inconsistent because co-efficient of variation for the variable Utilization of Cosmopolite Sources (X_{14}) is 32.72.

7.1.15. Distribution of Respondents according to their Motivation for learning English (Y_1)

Sl. No.	Category	Score	Frequency	Percentage	Statistics
1	Low	1-12	01	0.3	Mean= 30.08 SD= 4.20 Range= 10-37 CV= 13.96
2	Medium	13-25	47	12.3	
3	High	26-37	335	87.4	

Table-7.15

Table-7.15 represents the distribution of the respondents according to Motivation for learning English (Y_1). The socio-personal variable Motivation for learning English (Y_1) of the respondents has the lowest limit of 10 and maximum limit of 37. Among the respondents only 0.3 % respondents are under

the low category, 12.3 % belong to medium category and the rest 87.4 % respondents fall under high level category. It is quite clear from the table that most of the Higher Secondary students studying under the West Bengal Council of Higher Secondary Education are satisfactorily motivated for learning English as second language.

The mean value of the variable Motivation for learning English (Y_1) is 30.08 and the standard deviation is 4.20. From this table it is also clear that the variable Motivation for learning English (Y_1) has distributed with higher consistency because co-efficient of variation for the variable Motivation for learning English (Y_1) is 13.96.

7.1.16. Distribution of Respondents according to their Attitude to learning English (Y_2)

Sl. No.	Category	Score	Frequency	Percentage	Statistics
1	Low	1-15	00	00	Mean= 32.32 SD= 3.89 Range= 19-43 CV= 12.03
2	Medium	16-30	109	28.5	
3	High	31-43	274	71.5	

Table-7.16

Table-7.16 represents the distribution of the respondents according to Attitude to learning English (Y_2). The socio-personal variable Attitude to

learning English (Y_2) of the respondents has the lowest limit of 19 and maximum limit of 43. Among the respondents only 00 % respondents are under the low category, 28.5 % belong to medium category and the rest 71.5 % respondents fall under high level category. It is quite clear from the table that most of the Higher Secondary students studying under the West Bengal Council of Higher Secondary Education have a very positive attitude to learning English as second language.

The mean value of the variable Attitude to learning English (Y_2) is 30.32 and the standard deviation is 3.89. From this table it is also clear that the variable Attitude to learning English (Y_2) has distributed with higher consistency because co-efficient of variation for the variable Attitude to learning English (Y_2) is 12.03.

7.1.17. Correlation coefficient of Motivation (Y_1) towards acquisition of ESL with other causal variables

Variables	Correlation Coefficient(r)
Age(X_1)	-0.008
Education(X_2)	0.051
Sex (gender)(X_3)	0.109*
Family Education Status(X_4)	-0.061
Family Size(X_5)	-0.008
Educational Aspiration(X_6)	0.015

Annual Income(X_7)	-0.028
Economic Status(X_8)	0.001
Scientific Orientation(X_9)	0.205**
Independence(X_{10})	0.174**
Orientation towards Competition(X_{11})	0.170**
Knowledge in English(X_{12})	-0.100
Social Participation(X_{13})	-0.031
Utilization of Information Sources(X_{14})	0.103*

Table= 7.17

** *Significant 1% level of significance*

**Significant 5% level of significance*

Table 7.17 presents the correlation coefficient of motivation towards acquisition of ESL at the Higher Secondary level with the fourteen social attributes. Motivation is the driving force, which basically comes from the Cognitive domain of the human psyche after getting the exposure of external and internal stimuli. In the above table the variables Sex (gender), Scientific Orientation, Independence, Orientation towards Competition and Utilization of Information Sources are significantly correlated or associated with the motivation or acquisition of English at the Higher Secondary level in West Bengal.

7.1.18. Sex (gender) and Motivation

Sex (gender) is the biological differentiation in our society, which

influences in case of social planning, decision making, approach and development experience sharing etc. and motivation is the driving force for environmental adjustment for learning. In the present study, the variable Sex (gender) has been categorized into male and female category. Female category has been assigned higher score than the male category. Though the society where the survey is conducted, is patriarchal in nature and where the male part of the society is shouldering the higher responsibility of decision making, planning, knowledge sharing, experience gathering etc., the result of the present study shows that the female students of our educational society are getting more motivated for acquisition of English at the Higher Secondary level. That is why the selected variable Sex (gender) is strongly and significantly associated or correlated with the motivation towards acquisition of second language. From this result it may be concluded that the female counter part are not getting due importance in case of decision-making process in our society. In the patriarchal society, the male members are taking almost all decisions by suppressing the prerogative of the female members. Under such a backdrop, the gender feels a threat regarding their existence along with the self-prestige and self-esteem in the society. The need of the hour is to empower themselves through educational exposure in turn they will be more self-reliant, conscious about their right and raise their voice to compete with the male members of the society. Consequently, the female students are very much sincere, serious and self conscious to learn anything in educational and environmental niche. It is also evident that the female students are more prone to go with other languages than

the male students are.

7.1.19. Scientific Orientation and Motivation

Scientific Orientation is a psychological attribute, which reflects human being's psychological orientation towards science. It helps in analyzing the situation in a scientific manner that is the acceptance and acquisition of new language after judging the pros and cons. Motivation being a psychological process rightly banks upon the cognitive and affectional components for being tuned with acceptance and acclimatization of new language generating rather new life style. It wields a goal seeking drive for welcoming new language towards attaining a decent livelihood. In the present study, the Scientific Orientation is strongly associated and correlated with the motivation towards second language acquisition. The result reflects that the Higher Secondary students are being motivated for the acquisition of ESL after critically analyzing the background and the prospects in education of second language to be learnt. Consequently, the higher level of Scientific Orientation among the students leads to the development of intrinsic impetus or driving force or motivation for the acquisition of English as second language.

7.1.20. Independence

Independence can be termed as self-reliance in other way. After gathering of information and exposure to different education spheres, the students are developing themselves to become independent or self reliant in case of taking

decisions. Motivation is the driving force of learning anything and in such a way the degree of independence leads to a higher degree of intrinsic motivation for acquisition of new language. Without being independent in case of learning the student cannot be interested for learning the subject matter. Similarly, the acquisition of second language requires independency in case of motivating themselves.

7.1.21. Orientation towards Competition

Competition usually helps to create in the environment for adopting anything. The variable orientation towards competition helps the students to motivate themselves for achieving or acquiring language. It also increases the risk bearing capacity and venturesomeness in case of other language application and acquisition. It also helps the students to build their internal efficacy to adjust the stress and threat of educational environment. All these positive characters of the variable Orientation towards Competition nurtures the intrinsic driving force for acquisition of second language. That is why the variable Orientation towards competition is highly associated with motivation.

7.1.22. Utilization of Information Sources

Utilization of Information Sources helps in nurturing the cosmopolitaness, venturesomness and risk taking behavior of an individual. The information about the other educational students help the students to know about the prospect of their study and the use of the language in future and those can also influence the

motivation for learning in a positive way. The appropriate utilization of information sources for the information enrichment of the students can create some internal driving force for learning other languages. That is why the variable utilization of information sources is significantly associated or correlated with the motivation of the higher students for learning English.

7.1.23. Correlation coefficient of Attitude (Y_2) towards acquisition of ESL with other causal variables

Variables	Correlation Coefficient(r)
Age(X_1)	-0.006
Education(X_2)	0.033
Sex (gender)(X_3)	0.017
Family Education Status(X_4)	-0.065
Family Size(X_5)	-0.058
Educational Aspiration(X_6)	-0.030
Annual Income(X_7)	-0.011
Economic Status(X_8)	-0.088
Scientific Orientation(X_9)	-0.074
Independence(X_{10})	-0.078
Orientation towards Competition(X_{11})	-0.044
Knowledge in English(X_{12})	-0.085
Social Participation(X_{13})	-0.005

Utilization of Information Sources(X_{14})	0.021
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** Significant 1% level of significance ; *Significant 5% level of significance

Table-7.18

The Table-7.18 presents the Correlation coefficient of Attitude (Y_2) towards acquisition of ESL with other causal variables. The Table reflects that the variable Economic Status and Knowledge are negatively correlated or associated with the attitude towards English learning though the values are not significant at the 5% significance level. If the percentage of significance level increases, then these two variables will be negatively and significantly associated with the attitude towards learning English.

7.1.24. Economic Status

Economic status is the reflection of individual's socio economic condition in a society. It also reflects the resource environment and symbol of social status. An attitude towards learning English reflects disposition for logical calumination as well as implanting the new language in the human psyche against the perception of a relatively disadvantageous alternative language. In the present study, the higher economic status of the students nurtures the lower level of attitude towards English learning. It may be due to the reason that the lower or middle economic students have the aspiration for educating themselves to a higher level. This aspiration compels them to learn English as second language. Similarly, the medium of higher education in West Bengal is English. That is why the variable Economic Status is negatively associated with the attitude to

learn English as second language.

7.1.25. Knowledge of English

Attitude is the precursor for new language learning. The mindset required for acquisition of second language predisposed the behavioral expression. Knowledge is the cognitive discrimination in favour of the positive impact of new language acquisition and at the same time it increases the consciousness about the deleterious impact of new language. After observing the advantage of English in career, the students are gaining knowledge in English, which is ultimately developing the positive attitude towards second language acquisition. Not only that but also the good knowledge in English creates interest for learning ESL with the students' psyche. That is why the variable Knowledge in English significantly and positively associated or correlated with the attitude towards acquisition of learning ESL at the Higher Secondary level.

7.1.26. Multiple regression analysis of Motivation with the predictor variables

Variables	Beta (β)	'b'	S.E. of 'b'	't' Value
Age (X_1)	-0.038	-0.225	0.415	-0.542
Education (X_2)	0.069	0.595	0.600	0.993*
Sex (gender) (X_3)	0.122	1.120	0.475	2.358**
Family Education Status	-0.032	-0.123	0.258	-0.475

(X ₄)				
Family Size (X ₅)	-0.014	-0.037	0.136	-0.270
Educational Aspiration (X ₆)	0.097	0.647	0.374	1.731**
Annual Income (X ₇)	-0.040	-0.001	0.002	-0.607
Economic Status (X ₈)	0.025	0.017	0.048	0.369
Scientific Orientation (X ₉)	0.131	0.108	0.044	2.462**
Independence (X ₁₀)	0.131	0.110	0.043	2.545**
Orientation towards Competition (X ₁₁)	0.105	0.162	0.080	2.025**
Knowledge in English (X ₁₂)	-0.126	-0.149	0.065	-2.286**
Social Participation (X ₁₃)	0.001	0.005	0.242	0.022
Utilization of Information Sources (X ₁₄)	0.114	0.107	0.049	2.206**

Table- 7.19

$R^2=0.114$ ** Significant 1% level of significance ;

*Significant 5% level of significance

Table-7.19 presents the Multiple Regression Analysis of Motivation with the predictor variables. It is found that education Sex (gender), Educational

Aspiration, Scientific Orientation, Independence, Orientation towards Competition, Knowledge in English, Utilization of Information Sources have recorded significant contribution or impact or regression effect on the motivation in presence of other predictor variables.

The actual formal class of the student at H.S. level exactly reflects the educational scores of the respondents in the present study. The diversification of data is limited only ranging from class XI to class XII. The result reveals that the education of the respondents contributes significantly and positively in case of characterizing the Higher Secondary student's motivation to learn English in presence of other predictors. The higher the education the higher is the ability to logically acquire the knowledge and to use the knowledge about the language. Consequently, education has recorded a significant contribution to motivation in presence of others. One unit change of the variable Education contributes 0.595 unit change in motivation. The variable Education also directly contributes 6.9% in case of characterizing the motivation in presence of other variables.

The negative sex (gender) significantly helps in characterizing the motivation of learning. The female students are much more motivated to learn English. The 1 (one) unit change of the variable sex (gender) changes 1.120 unit motivation. The variable also directly explains 12.2% variation embedded with the motivation of English learner.

Educational Aspiration is the variable, which reflects the degree of students' aspiration for higher education. It helps to earn acumen in decision making about acquisition of language, which has gone a long way to cherish a

desire for recognition. As a result the variable contributes significantly in case of characterizing the learning English. It explains directly the variation to the tune of 9.7% in motivation of the learners of the English language.

Scientific Orientation helps the students to critically analyze the advantage and disadvantage of second language learning. After judging the rationale behind second language learning, the students motivate themselves to learn a second language. Naturally, the variable Scientific Orientation contributes significantly in case of characterizing motivation. It also explains directly 13.1% variation embedded with motivation.

Independence increases the self-confidence and interest to learn something new and it creates an internal desire to prepare the individual to adjust with the environment in an efficient manner. The variable independence becomes instrumental to contribute significantly in case of characterizing motivation. The variable explains directly 13.1% variation embedded with motivation.

Orientation towards Competition compels the students to learn a new language and others for their survival in the educational sphere. This acts as an internal force for acquisition of second language and ultimately it contributes significantly towards the development of motivation. The variable explains directly 10.5% variation embedded with motivation.

Knowledge in English is the indicator for predicting the cognitive approach of human psyche. Knowledge includes the power of explanation and generation of information and creates a confined perspective for acquisition of new idea of language. The increased knowledge of language decreases the

interest for acquisition of the language. Eventually, the students' knowledge in English contributes negatively and significantly for characterizing motivation of the Higher Secondary students in second language acquisition. One unit change in knowledge causes 0.149 unit change in motivation.

Information source supplies different types of information for gaining experience, increasing venturesomeness, taking risk and preparing the mindset for acquisition of new language. As a result, utilization of information sources significantly contributes to the motivation for learning English. One unit change of utilization pattern theoretically causes 0.107 unit of change in motivational pattern and the variable directly explains 11.4 % variations in motivation.

The R^2 value 0.114 means the causal variables put together with 11.4% of the variations in the consequent variable and motivation towards second language acquisition has been explained. So the inclusion as well as combination of variables selected for the study has been justifiable and good though there is a scope for inclusion of more contextual and pertinent variables.

7.1.27. Multiple regression analysis of Attitude with the predictor variables

Variables	Beta (β)	'b'	S.E. of 'b'	't' Value
Age(X_1)	-0.034	-0.189	0.400	-0.472
Education(X_2)	0.059		0.578	0.809**

		0.467		
Sex (gender)(X ₃)	0.012	0.104	0.458	0.227
Family Education Status(X ₄)	-0.094	-0.335	0.249	-1.348**
Family Size(X ₅)	0.030	0.072	0.131	0.554
Educational Aspiration(X ₆)	0.001	0.003	0.361	0.008
Annual Income(X ₇)	-0.059	-0.001	0.002	-0.856*
Economic Status(X ₈)	0.193	0.129	0.047	2.768**
Scientific Orientation(X ₉)	0.034	0.026	0.042	0.618
Independence(X ₁₀)	0.058	0.045	0.042	1.081*
Orientation towards Competition(X ₁₁)	0.016	0.023	0.077	0.305

Knowledge in English(X_{12})	-0.079	-0.086	0.063	-1.377**
Social Participation(X_{13})	-0.003	-0.015	0.233	-0.066
Utilization of Information Sources(X_{14})	0.032	0.028	0.047	0.602

$R^2=0.043$

Table-20

Table-7.20 presents the multiple regression analysis of attitude towards second language acquisition with fourteen predictor variables. Education of the respondents gives exposure to the outer world and prepares them to become open minded. This open mindedness creates positive environment to develop good attitude for acquisition of second language. The variable contributes significantly and characterizing the attitude towards learning English. This directly explains 5.9 % variation embedded with attitude.

Family Education Status also helps in developing the superiority complex in the mind of the students. Consequently, the students become indifferent to learning any new thing. It also happens in case of developing the negative attitude towards second language acquisition. The variable contributes negatively towards the development of attitude in case of second language acquisition. The variable also directly contributes -9.4 % towards developing attitude.

Annual Income is the measurement of economic status in a society. The higher annual income family meets all types of needs of a child. As a result the students' inquisitiveness decreases in case of acquiring new things related to education due to the extreme exploitation of liquid cash. The variable contributes negatively and significantly towards the development of attitude in case of second language acquisition.

Economic Status is the indicator of social prestige and esteem. It helps in increasing a desire for rejecting the old one or eliminating the conventional plethora of language study and a desire for accepting the acquisition of new languages, which will ultimately develop the positive attitude in second language acquisition. The variable contributes significantly towards the development of attitude in case of second language acquisition. It explains 19.3 % variation in attitude.

Attitude is, basically, a psychological predisposition and therefore rightly banks upon cognitive and affectional components for being tuned with acquisition of new language. Attitudinal components make an organized as well as accentuated moment for accomplishing the goal. The independency makes the student self reliant and self confident for deriving the driving force and organizing the behavioral complex as a whole to accomplish the goal. The variable Independency significantly contributes towards the development of attitude in case of second language acquisition. It directly explains 5.8 % variations in attitude.

Knowledge of English helps the students in developing a logical concept

for acquisition of new language. This knowledge also has some detrimental effect on the students' psyche by restraining them from learning new languages. It creates an obstacle in the psyche for knowing much about the language and helps in discontinuing the language learning. This variable negatively and significantly contributes towards the development of attitude in case of second language acquisition. It directly explains 7.9 % variations in attitude towards negative direction.

The R^2 value 0.043 indicates that the predictor variables put all together 4.3% of variations embedded with the consequent variable, and attitude towards acquisition of second language has been explained. Therefore, selection of predictor variables is justifiable and there is a need to incorporate more number of contextual variables for getting more explanation of the consequent one.

7.1.28. Factor Analysis among the selected social attributes

Factor	Percent of Variance explained	Variables with factor loadings > 0.490	Rename
I	20.875	Educational aspiration(X_6)(0.544) Family Education Status(X_4)(0.793) Annual Income(X_7) (0.759) Economic Status(X_8) (0.747) Knowledge in English(X_{12})(0.492)	Economic and cognitive antecedents

II	12.079	Age(X1)(0.832) Education(X2)(0.844)	Socio-personal context
III	10.219	Scientific Orientation(X9)(0.592) Independence(X10)(0.683) Orientation towards Competition(X11)(0.588)	Socio- motivational propensities
IV	8.285	Sex (gender)(X3)(-0.572) Utilization of Information sources(X14)(0.547)	Gender and communication behaviour
V	7.855	Family Size(X5)(0.555) Social Participation(X13)(0.528)	Social and behavioural intention

Table-7.21

Factor analysis is a very useful and popular method of multivariate research technique. According to Kothari Commission (1986), factor analysis seeks to resolve a large set of measured variables in terms of relatively few categories known as factors. The present study depicts the factor loadings to show the variables in close interdependence, percent of variation explained to show how much of each factor is accounted for by the underlying factors taken together.

Five factors have been isolated by clubbing the predictor variables through principle component method.

Factor I includes the variables Educational aspiration, Family Education Status, Annual Income, Economic Status, Knowledge in English caused 20.875

% variations within this study. Thus this factor presents an unquestionable domination over the others and can be renamed as Economic and cognitive antecedents. Factor II includes the variables Age, Education caused 12.079 % variations within this study. Thus, this factor can be renamed as Socio-personal context. Factor III includes the variables Scientific Orientation, Independence, Orientation towards Competition caused 10.219 % variations within this study. Thus this factor can be renamed as Socio- motivational propensities. Factor IV includes the variables Sex (gender), Utilization of Information sources caused 8.285 % variations within this study. Thus, this factor can be renamed as Gender and communication behaviour. Factor V includes the variables Family Size; Social Participation caused 7.855 % variations within this study. Thus, this factor can be renamed as Social and Behavioural intention.

Cluster Analysis for Motivation

Cluster	Respondents
I	266,269,352,260,314,115,326,174,139,217,199,263,31,49,80,24 2,112,334,343,380,83,155,241,146,259,135,206,332,356,376,27 0,271,307,318,351,310,317,171,267,152,360,36
II	40,302,321,45,108,79,127,75,169,248,182,247,194,9,28,24,63,1 50,286,300,353,336,233,342,379,136,113,213,264,132,46,175,2 52,357,368,365,229,304,176,255,339,250,268,231,345
III	277,278,344,214,363,383,215,364,205,177,216,82,96,81,160,10 ,276,311,261,374,275,312,16,185,14,50,137,324,12,111,162,11 0,208,239,341,222,361,355,227,165,218,280,166,170,223

IV	178,308,323,172,249,337,130,273,138,198,274,32,354,377,173, 105,265,210,369,184,258,35,62,207,301,158,202,51,347,232,29 2,362,68,124,17,21,109,39,35,99,131,120,125,333,71
V	42,44,251,297,262,305,43,299,235,254,102,212,289,303,204,34 9,30,335,290,398,322,373,193,236,257,340,338,67,76,26,8,272, 13,74,253,221,228,211,151,298,309,359,257,381,167
VI	180,366,370,291,375,56,48,78,91,65,316,123,328,350,367,129, 244,59,57,117,86,118,159,243,77,27,190,306,395,156,238,2,37 1,288,90,142,89,107,315,320,330,294,154,313,37,224
VII	122,293,197,20,95,219,346,140,133,134,196,234,168,243,161,1 91,47,73,104,101,203,348,4,72,84,272,121,153,226,85,163,22,1 19,225,325,11,66,29,60,97,237,320,148,284,25
VIII	87,93,144,230,282,88,189,382,98,141,283,378,188,331,41,145, 128,157,296,103,147,209,64,5,201,33,116,7,53,285,23,100,114, 115,143,70,34,58,279,69,94,126,245,179
IX	186,319,38,281,54,164,287,1,15,61,6,18,181,327,220,329,187,1 92,52,149,3,19,106,183,240,92

Table-7.22

Table-7.22 presents the cluster analysis of motivation of learning English with the causal variables. Cluster as it depicts, is an agglomeration of entity having strong correlation among them, or characterizes with minimum of distances among the cluster members.

In the present study cluster, analysis was carried out to identify strategic groups of respondents based on their intrinsic homogeneity with respect to the motivation of learning English. This sort of groupings would certainly help in better management of categories, deciding on befitting interventions, and

generating a logical, social, and functional collectivism for increasing motivation in case of acquisition of ESL. The table shows that three hundred eighty three respondents under the study have been clubbed into nine clusters.

Cluster I encompasses the respondents of Personal Interview Schedule No. 266,269,352,260,314,115,326,174,139,217,199,263,31,49,80,242,112,334,343,380,83,155,241,146,259,135,206,332,356,376,270,271,307,318,351,310,317,171,267,152,360,36.

Cluster II encompasses the respondents of Personal Interview Schedule No.40,302,321,45,108,79,127,75,169,248,182,247,194,9,28,24,63,150,286,300,353,336,233,342,379,136,113,213,264,132,46,175,252,357,368,365,229,304,176,255,339,250,268,231,345.

Cluster III encompasses the respondents of Personal Interview Schedule No.277,278,344,214,363,383,215,364,205,177,216,82,96,81,160,10,276,311,261,374,275,312,16,185,14,50,137,324,12,111,162,110,208,239,341,222,361,355,227,165,218,280,166,170,223.

Cluster-IV encompasses the respondents of Personal Interview Schedule No.178,308,323,172,249,337,130,273,138,198,274,32,354,377,173,105,265,210,369,184,258,35,62,207,301,158,202,51,347,232,292,362,68,124,17,21,109,39,35,99,131,120,125,333,71.

Cluster V encompasses the respondents of Personal Interview Schedule No.42,44,251,297,262,305,43,299,235,254,102,212,289,303,204,349,30,335,290,398,322,373,193,236,257,340,338,67,76,26,8,272,13,74,253,221,228,211,151,298,309,359,257,381,167.

Cluster VI encompasses the respondents of Personal Interview Schedule No. 180, 366, 370, 291, 375, 56, 48, 78, 91, 65, 316, 123, 328, 350, 367, 129, 244, 59, 57, 117, 86, 118, 159, 243, 77,27 ,190, 306, 395, 156, 238, 2,371, 288, 90, 142, 89, 107, 315, 320, 330, 294, 154, 313, 37, 224.

Cluster VII encompasses the respondents of Personal Interview Schedule No.122,293,197,20,95,219,346,140,133,134,196,234,168,243,161,191,47,73,104 ,101,203,348,4,72,84,272,121,153,226,85,163,22,119,225,325,11,66,29,60,97,2 37,320,148,284,25.

Cluster VIII encompasses the respondents of Personal Interview Schedule No.87,93,144,230,282,88,189,382,98,141,283,378,188,331,41,145,128,157,296, 103,147,209,64,5,201,33,116,7,53,285,23,100,114,115,143,70,34,58,279,69,94, 126,245,179.

Cluster IX encompasses the respondents of Personal Interview Schedule No.186,319,38,281,54,164,287,1,15,61,6,18,181,327,220,329,187,192,52,149,3, 19,106,183,240,92.

The analysis so far depicts nine clusters having distance in between. However, a re-clubbing of the clusters can be done further.

7.1.29. Cluster Analysis for Attitude

Cluster	Respondents
I	39, 44, 262, 297, 251, 43, 42, 120, 125, 333, 212, 305, 299, 235, 254, 71, 102, 204, 30, 289, 303, 349, 55, 131, 99, 335, 17, 21, 109, 292, 362, 68, 124, 290, 358, 322, 373, 8, 272, 13, 167, 257
II	338, 256, 309, 359, 67, 76, 26, 74, 151, 193, 221, 236, 298, 211,

	228, 340, 180, 253, 381, 207, 301, 35, 62, 158, 202, 210, 369, 258, 184, 347, 51, 231, 265, 275, 312, 16, 176, 355, 132, 14, 50, 110, 112, 12, 111
III	162, 208, 239, 354, 273, 340, 165, 218, 166, 170, 178, 223, 173, 323, 308, 222, 249, 130, 172, 198, 227, 280, 138, 274, 361, 32, 337, 377, 10, 81, 82, 46, 175, 113, 205, 213, 368, 383, 160, 277, 365, 357, 229, 304, 255
IV	177, 216, 96, 250, 268, 252, 231, 278, 244, 214, 215, 345, 364, 339, 363, 105, 264, 276, 311, 261, 374, 266, 269, 352, 314, 174, 318, 263, 343, 334, 31, 49, 242, 80, 260, 326, 195, 139, 217, 199, 152, 321, 360, 185, 83
V	155, 36, 45, 108, 40, 127, 79, 75, 169, 241, 146, 259, 135, 206, 171, 271, 351, 270, 307, 376, 267, 317, 332, 356, 302, 380, 248, 182, 247, 137, 324, 194, 310, 300, 353, 336, 233, 63, 150, 286, 9, 28, 24, 136, 379.
VI	342, 56, 291, 375, 366, 370, 123, 328, 350, 367, 129, 244, 59, 156, 57, 117, 295, 306, 190, 86, 118, 27, 77, 159, 243, 65, 238, 2, 48, 78, 91, 316, 371, 288, 89, 142, 90, 107, 37, 224, 315, 330, 154, 313, 122
VII	293, 197, 294, 133, 134, 234, 20, 95, 219, 346, 140, 72, 191, 84, 101, 203, 4, 161, 47, 104, 73, 168, 246, 196, 348, 372, 121, 153, 226, 85, 163, 22, 119, 225, 325, 60, 97, 11, 88, 29, 66, 237, 320, 148, 284
VIII	87, 93, 144, 230, 282, 189, 25, 382, 98, 141, 5, 201, 283, 378, 188, 128, 157, 296, 147, 103, 145, 331, 41, 209, 64, 34, 70, 33, 116, 7, 53, 200, 285, 23, 100, 114, 115, 143, 58, 279, 69, 94, 179, 245, 126
IX	319, 186, 38, 281, 54, 164, 287, 1, 220, 329, 52, 149, 181, 187, 192, 3, 327, 15, 61, 6, 18, 19, 106, 183, 240, 92

Table-7.23

Table-7.23 presents the cluster analysis of attitude to learning ESL with the causal variables. Cluster as it depicts, is an agglomeration of entity having strong correlation among them, or characterizes with minimum of distances among the cluster members.

The clusters in the above table identify the strategic groups of three hundred eighty three respondents based on their attitude to learning ESL at the Higher Secondary level.

It would certainly help in better management of categories, deciding on befitting interventions, and generating a logical, social, and functional collectivism for increasing attitude in case of acquisition of English as second language. The table shows that three hundred eighty three respondents under the study have been clubbed into nine clusters.

Cluster I encompasses the respondents of Personal Interview Schedule No. 39, 44, 262, 297, 251, 43, 42, 120, 125, 333, 212, 305, 299, 235, 254, 71, 102, 204, 30, 289, 303, 349, 55, 131, 99, 335, 17, 21, 109, 292, 362, 68, 124, 290, 358, 322, 373, 8, 272, 13, 167, 257.

Cluster II encompasses the respondents of Personal Interview Schedule No. 338, 256, 309, 359, 67, 76, 26, 74, 151, 193, 221, 236, 298, 211, 228, 340, 180, 253, 381, 207, 301, 35, 62, 158, 202, 210, 369, 258, 184, 347, 51, 231, 265, 275, 312, 16, 176, 355, 132, 14, 50, 110, 112, 12, 111.

Cluster III encompasses the respondents of Personal Interview Schedule No. 162, 208, 239, 354, 273, 340, 165, 218, 166, 170, 178, 223, 173, 323, 308, 222, 249, 130, 172, 198, 227, 280, 138, 274, 361, 32, 337, 377, 10, 81, 82, 46,

175, 113, 205, 213, 368, 383, 160, 277, 365, 357, 229, 304, 255.

Cluster IV encompasses the respondents of Personal Interview Schedule No. 177, 216, 96, 250, 268, 252, 231, 278, 244, 214, 215, 345, 364, 339, 363, 105, 264, 276, 311, 261, 374, 266, 269, 352, 314, 174, 318, 263, 343, 334, 31, 49, 242, 80, 260, 326, 195, 139, 217, 199, 152, 321, 360, 185, 83.

Cluster V encompasses the respondents of Personal Interview Schedule No. 155, 36, 45, 108, 40, 127, 79, 75, 169, 241, 146, 259, 135, 206, 171, 271, 351, 270, 307, 376, 267, 317, 332, 356, 302, 380, 248, 182, 247, 137, 324, 194, 310, 300, 353, 336, 233, 63, 150, 286, 9, 28, 24, 136, 379.

Cluster VI encompasses the respondents of Personal Interview Schedule No. 342, 56, 291, 375, 366, 370, 123, 328, 350, 367, 129, 244, 59, 156, 57, 117, 295, 306, 190, 86, 118, 27, 77, 159, 243, 65, 238, 2, 48, 78, 91, 316, 371, 288, 89, 142, 90, 107, 37, 224, 315, 330, 154, 313, 122.

Cluster VII encompasses the respondents of Personal Interview Schedule No. 293, 197, 294, 133, 134, 234, 20, 95, 219, 346, 140, 72, 191, 84, 101, 203, 4, 161, 47, 104, 73, 168, 246, 196, 348, 372, 121, 153, 226, 85, 163, 22, 119, 225, 325, 60, 97, 11, 88, 29, 66, 237, 320, 148, 284.

Cluster VIII encompasses the respondents of Personal Interview Schedule No. 87, 93, 144, 230, 282, 189, 25, 382, 98, 141, 5, 201, 283, 378, 188, 128, 157, 296, 147, 103, 145, 331, 41, 209, 64, 34, 70, 33, 116, 7, 53, 200, 285, 23, 100, 114, 115, 143, 58, 279, 69, 94, 179, 245, 126.

Cluster IX encompasses the respondents of Personal Interview Schedule No. 319, 186, 38, 281, 54, 164, 287, 1, 220, 329, 52, 149, 181, 187, 192, 3, 327,

15, 61, 6, 18, 19, 106, 183, 240, 92.

The analysis so far depicts nine clusters having distance in between. However, a re-clubbing of the clusters can be done further.

Besides collecting data associated with the acquisition of ESL through specific Personal Interview Schedule, direct informal interaction and discussion was made with the H.S. students of some schools in West Bengal selected randomly. They expressed their thoughts, opinions, problems concerning acquisition of ESL at the H.S. level and suggested probable solutions, which are stated below in brief.

- i) The contents of English i.e. some prose pieces and poetry are not interesting. As for example, students of class XI do not like the poem 'Uphill' because the poem carries a deep thought – a deep spiritual undertone. The poem is about the bliss of heaven after earthly life i.e. death. Students at this stage remain absorbed in fanciful ideas and they are guided by emotions. Such thought-provoking theme of the poem creates hindrances to feel interested to read the poem, which in turn decrease their motivation in SLA. Similarly, a section of students of class XII does not like the poem 'The Moon' and 'Nature' because of the theme of the poems.

The contents of English at the H.S level should be reconsidered and newly designed, keeping an eye to the interest of the students and considering the thought provoking mind of the students at that mental age.

- ii) A number of students of science stream states that most of the H.S. students aim at the medical and engineering course after H.S. level and therefore, sit for the Joint Entrance Examination (Medical & Engineering). However, their knowledge in English is not evaluated in J.E.E. though it is highly required to study medicine and engineering properly. Consequently, they do not feel much interested to learn this subject sincerely; rather they pay much importance to other science subjects. This indirectly creates their negative attitude towards English learning and demotivates the learners.

As for solution, they suggested that English may be made compulsory in all the years of tertiary education and in competitive examinations like J.E.E and so on that the students at H.S. level might be motivated to groom themselves accordingly.

- iii) In West Bengal English is marked as a difficult subject and both parents and teachers make students aware of it. Moreover, they are prone to give pressure on them to learn English well saying it would help them a lot in future and without good command over English it would be impossible to secure a good job and hold a good position in society. This actually, creates in them an unknown phobia about English and affects their attitude to and motivation for SLA.

According to the students, English should not be treated as a difficult subject and learners should not be made much conscious of its importance at the dawn of their academic life. The subject may be

taught playfully. Some devices like games on grammar and writing skill may be thought of in order to motivate young learners.

- iv) There is very minimum practical scope for learning Spoken English in the classroom.

Separate arrangements may be made for the development of this skill.

- v) Most of the H.S. students consider themselves poor in English. At this stage, they can understand this fact but now it is impossible to get back the years left behind. This thought frustrates them and causes demotivation towards SLA.

Tools for motivating students at the lower level should be arranged in practical that they can acquire the least required command over this subject.

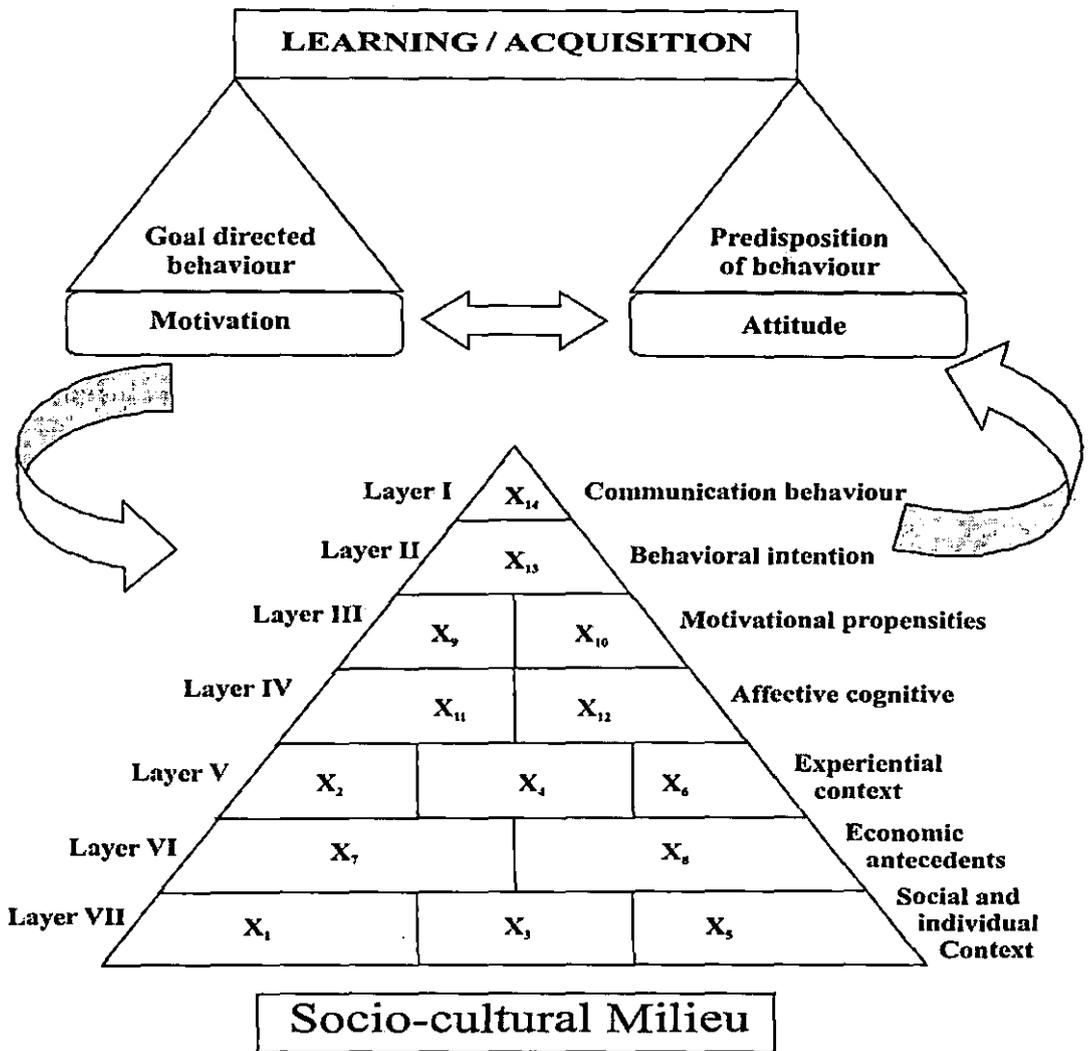
- vi) Students who consider themselves more or less strong in English according to their result in the Secondary level examinations, especially their result in the 'Madhyamik Pariksha', can now realize that they are not at par with other students who learn English as First Language. As a result, they are likely to be unsuccessful in the competitive examinations like W.B.C.S., I.A.S., P.S.C., and Banking Service Examinations and so on, in which knowledge in English is evaluated with greater importance. This fact, which they learnt from their senior learners, causes their negative attitude and lessens their motivation for SLA.

Revision of English syllabus from the root level may be considered and

English education policy may be reconsidered keeping an eye to the needs and desires of the learners.

After deep consideration and scrutiny of the result obtained from this study, a paradigm is developed. This paradigm will act as a pioneer in further studies in this discipline.

The constructed paradigm, which has been developed from this study, is given below:



7.2. PART-II

Data are collected from Higher Secondary students of different schools through informal face-to-face interaction and discussion method in order to concentrate upon the problems and prospects of English language acquisition at the Higher Secondary level.