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## **Intrinsic motivation among school-going female adolescents of different socio-economic status under Sabooj Sathi Scheme**

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### **Abstract**

In the realm of educational research, the concept of intrinsic motivation stands as a pivotal construct. An intrinsically motivated individual engages in an activity propelled by inherent satisfaction rather than an external reward. The Sabooj Sathi Scheme, an initiative focused on the gratuitous distribution of bicycles, caters to secondary level students in Government and Government Aided schools as well as Madrasahs in West Bengal. In order to discern the prevailing landscape of intrinsic motivation among female beneficiaries of the Sabooj Sathi Scheme across diverse socio-economic strata, the researcher undertook a comparative analysis of intrinsic motivation levels between high socio-economic status and low socio-economic status female beneficiaries. In this descriptive survey data was collected by administering adopted Intrinsic Motivation Scale by Lepper, Corpus, & Iyengar (2005) and Socio-Economic Status Scale by Sunil Kumar Upadhyay on randomly selected 200 female school-going adolescents from different secondary and higher secondary level schools of Purba Bardhaman district. A comprehensive examination was undertaken through descriptive analysis. The study's revelations indicate a lack of noteworthy disparities in intrinsic motivation scores between the two groups across various domains, namely Challenge, Curiosity, and Independent Mastery. From this, one may deduce that the Sabooj Sathi Scheme has wielded a favourable influence, fostering the enhancement of intrinsic motivation among female adolescents attending school, particularly those hailing from economically disadvantaged backgrounds.

**Keywords:** Sabooj Sathi scheme, intrinsic motivation, socio-economic status

### **1. Introduction**

Revolutionizing the realms of economics, politics, and society, education assumes a pivotal role, serving as the linchpin for a nation's progress. Deemed the backbone of a nation, education is indispensable for propelling a country forward. The Government of India, cognizant of this crucial role, has meticulously crafted various National Policies on Education (NPE) since gaining independence.

In pursuit of fostering equal educational opportunities and mitigating disparities in education, the Government of India has undertaken a series of initiatives and introduced diverse schemes. Aiming for inclusive education, the National Policy on Education (1986) emphasizes the provision of scholarships and incentives to students from disadvantaged backgrounds, thereby fostering regular school attendance.

As part of a novel endeavour to facilitate students' mobility, a recent project in India involves the distribution of free bicycles. Several Indian state governments, including West Bengal, Andhra Pradesh, Karnataka, Madhya Pradesh, Punjab, Assam, among others, have initiated bicycle distribution schemes under various names for school-going adolescents. This strategic move aligns with the broader vision of promoting social integration and ensuring that every student has access to education, irrespective of their background.

#### **1.1 Intrinsic Motivation**

Being motivated entails being propelled towards a specific course of action. Conversely, an absence of inclination or prompting to engage in an activity characterizes a state of being unmotivated. On the contrary, an individual who is stirred or activated towards a particular objective is considered motivated, as elucidated by Ryan and Deci in 2000. In the realm of motivation, two predominant categories exist: intrinsic and extrinsic motivation.

Intrinsic motivation, defined as engaging in an activity for its inherent pleasure rather than for external rewards, manifests when an individual is motivated by the enjoyment or challenge inherent in the task, rather than external pressures or incentives

(Ryan and Deci, 2000) <sup>[10]</sup>. Intrinsic motivation is marked by an inner drive that serves as the impetus for pursuing optimal outcomes. Intrinsically motivated individuals exhibit a greater degree of autonomy and are driven by a desire for enhanced results, such as heightened creativity, performance, and involvement.

Intrinsically motivated students display a commitment to fully immerse themselves in activities, actively seeking opportunities to enhance their skills and embrace new challenges. Various factors contribute to the augmentation of intrinsic motivation, with immediate rewards playing a pivotal role by establishing a perceptual connection between the activity and its ultimate goal (Kruglanski *et al.*, 2018) <sup>[5]</sup>.

## 1.2 Free Bicycle Distribution Scheme: Sabooj Sathi

In 2015, the Government of West Bengal initiated the "Sabooj Sathi" program for secondary and higher secondary level school students. This innovative scheme endeavors to furnish complimentary bicycles to students enrolled in government and government-aided secondary, higher secondary schools, and Madrasahs across West Bengal. The nomenclature 'Sabooj Sathi' amalgamates the Bengali terms 'Sabooj,' denoting the color green as well as signifying children, and 'Sathi,' translating to companion. Thus, the scheme aptly conveys the concept of being the companion of children.

The overarching objective of the Sabooj Sathi initiative is to fortify students in completing their secondary and higher secondary education, instill a heightened sense of confidence, and extend support to marginalized segments of society. Since its inception in 2015, approximately 1.5 crore students have been beneficiaries of this programme, as documented by the official source [source: <https://wbsaboojsathi.gov.in>].

According to Pratiche's report in 2017, the Sabooj Sathi scheme has exerted a profound societal influence, particularly among female students pursuing their education. Biswas (2018) <sup>[1]</sup> has further underscored the positive impact of the Sabooj Sathi scheme, highlighting its role in reducing dropout rates among girls and fostering empowerment in their pursuit of higher education. Mondal, Mondal & Das reported that Sabooj Sathi scheme encourages students' higher studies and helpful for transport issue. Sabooj Sathi scheme helps the poor girl students to access their higher education and helps to stop early marriage (Sherpa, & Rymbai 2018) <sup>[11]</sup>.

### 1.2.1 Sabooj Sathi Scheme as an Extrinsic Motivator

Extrinsic motivation emanates from external incentives or originates externally. The Sabooj Sathi Scheme serves as an external catalyst, fostering an environment conducive to heightened intrinsic motivation. Such external motivators play a pivotal role in augmenting intrinsic motivation. Anticipated outcomes of the scheme include a boost in school retention rates, stimulation of students' pursuit of higher education, and the cultivation of a heightened sense of confidence among female students.

### 1.3 Socio-Economic Status

Socio-Economic Status (SES) constitutes a comprehensive amalgamation of economic and sociological indicators, encapsulating an individual's professional trajectory and the economic and social standing of either an individual or a family in comparison to their peers. This multifaceted metric draws upon elements such as income, educational

attainment, and occupational status. Notably, Socio-Economic Status emerges as a pivotal non-cognitive determinant, exerting discernible influence on the conduct, capabilities, and accomplishments of students (Carneiro, Crawford & Goodman 2007) <sup>[2]</sup>.

## 1.4 Objective of the Study

The primary aim of this study was to discern the current state of intrinsic motivation among female students benefiting from the Sabooj Sathi Scheme. Additionally, it sought to compare the levels of intrinsic motivation among female beneficiaries across various socio-economic statuses, aiming to gauge the impact of the Sabooj Sathi Scheme on the development of intrinsic motivation within this demographic.

## 2. Design of the study

The primary objective of this investigation is to examine the potential positive influence of the 'Sabooj Sathi Scheme' on fostering intrinsic motivation among adolescents attending school. To fulfill this objective, the current study employed a descriptive survey method within an ex-post-facto research design.

### 2.1 Variables

The variables which were considered in this study.

#### 2.1.1 Dependent Variable

In the present study Intrinsic Motivation was the 'dependent variable'.

#### 2.1.2 Independent Variable

The 'independent variables' of this present study were i) Sabooj Sathi Scheme and ii) Socio-Economic Status.

### 2.2 Sample

The research was undertaken among female students enrolled in secondary and higher secondary levels, who had been beneficiaries of the Sabooj Sathi Scheme and were attending diverse schools and Madrasahs within the Purba Bardhaman district. Employing the simple random sampling technique, a cohort of 200 female students was meticulously chosen from schools situated in both urban and rural areas.

### 2.3 Tool Used

To measure students' intrinsic motivation the following tool was used in this study for collection of data.

#### 2.3.1 Intrinsic Motivation Scale-IMS (Lepper, Corpus, & Iyengar, 2005) <sup>[7]</sup>

To gauge the intrinsic motivation of students, the Intrinsic Motivation Scale-IMS, developed by Lepper, Corpus, & Iyengar in 2005 <sup>[7]</sup>, was employed. This scale encompasses 17 items across three dimensions: I. Challenge, II. Curiosity, III. Independent Mastery. Respondents provide ratings on a five-point scale, ranging from "Doesn't Correspond at All" (1) to "Corresponds Exactly" (5) for each item.

#### 2.3.2 Socio-Economic status scale-SESS (S.K. Upadhyay, 2019) <sup>[14]</sup>

In the current investigation, the Socio-Economic Status Scale (SESS), (S.K. Upadhyay, 2019) <sup>[14]</sup>, served as the principal research instrument. This meticulously developed scale is tailored to assess the Socio-Economic Status of students dwelling in both rural and urban locales.

Comprising a comprehensive set of 31 items distributed across five distinct domains-namely, a) Personal information, b) Family, c) Education, d) Income, and e) Others (Encompassing Cultural and Material Possessions)-respondents provided their input, with the subsequent scoring executed in accordance with the designated scoring key.

**2.4 Procedure for Data Collection**

The researcher diligently gathered data through hands-on efforts, personally administering the aforementioned tools in accordance with the guidelines outlined in the tool's manual.

**2.5 Statistical Analysis**

The data acquired from IMS and SESS underwent thorough analysis employing descriptive statistics. Within the scope of this investigation, a t-test was employed to discern variations in intrinsic motivation levels among female bicycle beneficiaries with high and low socio-economic status (SES). The examination of the data was facilitated by the utilization of SPSS 20 software.

**3. Results**

**Classification of Socio-Economic Status of female Sabooj Sathi beneficiaries**

**Table 1:** Socio-Economic Status

Category	Raw Score	Area	No of Students
High SES	77 and above	Rural	16
		Urban	84
Above Average SES	67 to 76		
Average SES	54 to 66		
Below Average SES	44 to 53		
Low SES	43 or below	Rural	84
		Urban	16
		Total	200

The data was gathered through the administration of the Socio-Economic Status Scale-SESS (2019) devised by S.K. Upadhyay. This scale ranges from a minimum score of 13 to a maximum of 107. SES, in this context, refers to the societal standing that an individual and their family hold based on factors such as education, income, material and cultural possessions, and engagement in social activities. The researcher deliberately chose 100 participants from low SES and another 100 from high SES backgrounds.

In Table 3.2, the descriptive statistics for the intrinsic motivation scores obtained by female adolescents are eloquently presented.

**Table 2:** Result of different facets of intrinsic motivation score of IMS

Intrinsic Motivation	N	Range	Minimum	Maximum	Mean	Std. Deviation
Challenge	200	3.84	1.17	5	3.85	1.10
Curiosity	200	3.80	1.16	5	3.28	1.13
Independent Mastery	200	4	1	5	3.53	1.33
IMS	200	3.89	1.12	5	3.75	1.18

Table 3.2 displays scores for various aspects and the overall Intrinsic Motivation Scale (IMS) score of female school-going adolescents enrolled in the Sabooj Sathi Scheme.

For the facet related to the challenge of intrinsic motivation, the scores ranged from 1.17 to 5, with a minimum score of 1.17, maximum score of 5, and a range of 3.84. The mean and standard deviation for this distribution were 3.85 and 1.10, respectively.

In the facet related to curiosity, scores varied from 1.16 to 5.00, with a minimum of 1.16, maximum of 5.00, and a range of 3.80. The mean and standard deviation for this distribution were 3.28 and 1.13, respectively.

Concerning the facet related to independent mastery, scores ranged from 1 to 5.00, with a minimum score of 1, maximum of 5.00, and a range of 4.00. The mean and standard deviation for this distribution were 3.53 and 1.33.

Lastly, for the overall IMS scores, the minimum score was 1.12, the maximum was 5, and the range was 3.89. The mean and standard deviation for the total distribution were 3.75 and 1.18, respectively.

Table 3.3 indicates that there was no significant difference between the two groups, namely Low Socio-Economic Status (LSES) and High Socio-Economic Status (HSES), in terms of all aspects measured by the Intrinsic Motivation Scale (IMS). Additionally, the total scores on the Intrinsic Motivation Scale (IMS) did not show a significant difference between the two groups.

**4. Discussion**

Table 3.2 displays descriptive statistics for scores on various domains and the total Intrinsic Motivation Scale (IMS) score of female students benefiting from the Sabooj Sathi Scheme.

- a) For challenging school work, the average score for female adolescents was 3.85. This indicates that these students were more intrinsically motivated compared to the average, as their mean scores exceeded the midpoint of 3.
- b) In terms of curiosity in academic tasks, the mean score for female students was 3.28. This suggests that these learners showed moderate intrinsic motivation in this domain, with their mean scores slightly surpassing the midpoint of 3.
- c) Regarding the independent mastery of academic material, the mean score for female students was 3.53. This indicates that these learners demonstrated an above-average level of independent mastery, as their mean scores were higher than the midpoint of 3.
- d) The overall IMS score for female students was 3.75. On average, these learners expressed high intrinsic motivation across all facets of IMS, as their mean scores surpassed the midpoint of 3. The collective mean

**Table 3:** Group Statistics of Intrinsic Motivation Score of LSES and HSES of Sabooj Sathi female beneficiaries.

Intrinsic Motivation	Type	N	Mean	SD	t	Sig.
Challenge	LSES	100	3.90	1.12	0.77	NS
	HSES	100	3.78	1.06		
Curiosity	LSES	100	3.71	1.17	0.96	NS
	HSES	100	3.86	1.02		
Independent Mastery	LSES	100	3.54	1.36	0.10	NS
	HSES	100	3.52	1.27		
IMS	LSES	100	3.76	1.12	0.19	NS
	HSES	100	3.73	1.10		

of IMS scores in all areas suggests that female school-going adolescents benefiting from the Sabooj Sathi Scheme were intrinsically motivated.

Table 3.3 showed that there was no significant difference between the two groups, namely Low Socio-Economic Status (LSES) and High Socio-Economic Status (HSES), across all domains of the Intrinsic Motivation Scale (IMS).

- a) Regarding the factor of challenge in intrinsic motivation, the mean value for female learners in the LSES group was 3.90, while for the HSES group, it was 3.78. The first value was significantly higher than the second, suggesting that, in terms of taking on challenges in school work, female learners from the LSES group outperformed those from the HSES group, possibly influenced by the positive effects of the Sabooj Sathi Scheme.
- b) For the factor of curiosity in intrinsic motivation, the mean value for female students in the LSES group was 3.71, and for the HSES group, it was 3.86. Although there was no statistically significant difference between the means, it indicated that female students from the HSES group perceived higher intrinsic motivation compared to those from the LSES group.
- c) In the case of independent mastery, the mean value for female students in the LSES group was 3.54, and for the HSES group, it was 3.52. While there was no statistically significant difference between the means, it reflected that female students from the LSES group perceived greater independent mastery in academic performance compared to those from the HSES group. The positive impact of the Sabooj Sathi Scheme on the intrinsic motivation of female learners from the LSES group was also noted.
- d) Overall, in the IMS, the mean value for female students in the LSES group was 3.76, and for the HSES group, it was 3.73. There was no statistically significant difference between the means. However, after being part of the Sabooj Sathi Scheme, both groups expressed similar motivation levels in terms of taking on challenges in school work and performing tasks independently. This could be attributed to the positive effects of the Sabooj Sathi Scheme.

## 5. Conclusion

The average intrinsic motivation scores of female school-going adolescents in the Sabooj Sathi Scheme were 3.76 for those with Low Socio-Economic Status (LSES) and 3.73 for those with High Socio-Economic Status (HSES). The mean scores indicate that there is no significant difference in the intrinsic motivation levels between the two groups overall. It's worth noting that LSES learners often come from economically disadvantaged backgrounds. The provision of bicycles through the Sabooj Sathi Scheme seems to have had a positive impact on the intrinsic motivation of LSES female learners, suggesting that the scheme may contribute to the development of motivation among learners from low socio-economic backgrounds.

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