A COMPARATIVE STUDY OF MOTIVATION AMONG THE LEARNERS OF INDIRA GANDHI NATIONAL OPEN UNIVERSITY AND ODISHA STATE OPEN UNIVERSITY

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ABSTRACT
The motivation of learners deals with the commitment of their goals, where the motivated students develop their willingness for accomplishing their desired goals in terms of assignment submission, courses completion, preparation for end term examinations etc., as a whole. Realising the crucial need of studying and increasing the motivation level among the learners an attempt has been taken by the researchers for investigating motivation of the distance learners towards ODL by developing a motivation scale. The study was conducted in two parts, in the first part efforts has been taken to develop, validate and standardise a motivation scale towards open and distance learning, and in the second part, efforts have been taken to compare the motivation level of distance learners of Indira Gandhi National Open University (IGNOU) and Odisha State Open University (OSOU). The findings of the study revealed that the final version of motivation scale towards open and distance learning was consisted of three dimensions i.e., academic motivation, non-academic motivation, and demotivation. The academic motivation dimension of the scale consisted of 17 items, non-academic motivation consisted of 12 items, and demotivation consisted of 07 items. So, in total 36 items were there in the MSODL. The Cronbach's alpha reliability of the motivation scale was found to be 0.88 and split-half reliability was found to be 0.87, which revealed that the motivation scale was highly reliable having high internal consistency. Further, the findings also revealed that the motivation scores of students studying in OSOU were found to be significantly more than their counter part IGNOU students. The academic motivation scores of students studying in OSOU were found to be significantly more than their counter part of IGNOU students. The non-academic motivation scores of students studying in OSOU were found to be significantly more than their counter part of IGNOU students. The demotivation scores of students studying in IGNOU were found to be significantly more than their counter part of OSOU students.
Keywords: Development & Standardisation; Validation; Motivation Scale towards ODL; Reliability & Validity; Comparative Analysis of Motivation.

INTRODUCTION

Education is a process of bringing about desirable changes in the behaviour of the students in a systematic way. It helps individuals to gain understanding about their potentialities and bring changes in life styles for all round balanced development. In Indian context, education is imparted in different levels with different forms. So far as the forms of education is concerned, distance education plays a vital role all over the country. The distance education is offered by National Institute of Open Schooling for matriculation and for higher education open universities plays vital role. The analysis of distance education in India makes it clear that it does not exist in vacuum, as it allows every individual to undertake learning activities without any discrimination of caste, creed, colour, sex, tribe, and locality. A comparative analysis of distance education and conventional system of education reveals that both of these are having wider scope, which provides much wider learning situations to the students. The distance education is also known as Open and Distance Learning (ODL). ODL is a term based on two important words i.e., 'Open' and 'Distance', where the term 'open' refers to meant for all without any restrictions, and 'distance' refers to the opposite of face-to-face mode of learning. So, in this context, ODL refers to a learning platform where equal opportunity is provided to each and every learner without any discrimination of caste, creed, colour, age, locality, socio-economic status etc., and provisions are made to learn anywhere. It refers to the use of telecommunication for enhancing learning by providing access, quality and equity, where are considered as the base of education system in India. In the present context, academic community is discovering and exploring through internet globally for promoting learning experiences. In ODL, the students acquire varied knowledge and skills with the help of mediated information and instruction through the massive use information and communication technologies. But it is a fact that in distance learning individual faces many issues and challenges

concerning to academic and non-academic activities, where they do not find much more physical supports of the counsellors, still the distance learners do well in their future course of actions. The concept of distance education mainly includes learner autonomy, indirect education and education in real life situation. Unlike formal education, in ODL the students are given utmost emphasis than the institution, where the needs and convenience of the learners are taken into account to a great extent. Here, definite time frame for any courses of study, so it is considered as flexible in nature. In ODL, indirect education is preferred, which is opposite to direct education. Here, adequate inputs are provided to the students and minimal face-to-face learning is undertaken to promote self-learning among students. In ODL, the recent developments in telecommunications and computer technology are used to a great extent. The impact of counselling services in ODL mode solely depends on the motivation, dedication, concentration, and efforts of the learners. The motivation of learners deals with the commitment of their goals, where the motivated students develop their willingness for accomplishing their desired goals in terms of assignment submission, courses completion, preparation foe end term examinations etc., as a whole. As the learning outcomes of the students are strongly related to their motivation (Jung, 2006), therefore there is a crucial need of studying and increasing the motivation level among the learners. Considering this, an attempt has been taken by the researchers for investigating motivation of the distance learners by developing a motivation scale.

The table-1 below shows stage wise classification of academic and non-academic counselling offered in distance learning.

Table-1 Stage wise classification of Academic Counseling and Non-academic Counseling

Stage	Academic Counseling	Non-Academic Counseling
Pre-entry	a) Information on courses + entry requirements + registration+ procedures etc. b) Preparatory course advice. c) Course choice counseling.	a) Information on alternative instructions. b) Advice to special cases e.g., disabled candidates. c) Return-to-study counselling.
Entry	a) Information on course use+ tutorial times+ assignment dates etc. b) Advice on studying the course. c) Course change counseling.	a) Information on regulations and procedures. b) Advice on general distance. c) Withdrawal counseling.
During the course	a) Information about delivery problems. b) Advice on dealing with late delivery or incorrect material. c) Counseling on assignment difficulties.	a) Information about other i.e., outside the course aspects, e.g., summer schools. b) Advice about payment difficulties, counseling on personal difficulties problems Between tutors and learners.
Examination	a) Information about time/ place for conduct of exam. b) Advice on exam techniques and revision.	a) Information about special support available—extra time for disabled learners etc., exam anxiety, Counselling.
Post-study	a) Information about further related course. b) Advice on further course choice. c) Counseling for results.	a) Information on possible career options. b) Career advice and counseling. c) Counseling failed learners.

In the present study, efforts have been taken to develop and validate a motivation scale for distance learner towards open and distance learning. While developing the motivation scale both academic motivation and non-academic motivation dimensions have been taken along with one additional dimension i.e., demotivation. In these dimensions, statements are covered from both pre-entry and entry stage. Apart from this, in this present study an attempt has been taken to compare the motivation level of distance learners studying in Indira Gandhi National Open University (IGNOU) and Odisha State Open University (OSOU).

RELATED LITERATURES

The related literature helps in getting in-depth information about the use of methodology and research gaps on the basis of earlier studies. In this study, the researchers tried to collect some related literatures based on the development and validation of motivation scale towards distance learners and the study of motivation level of distance learners. Sali (2008) analysed motivational learning systems in distance mode of education by rationalising the motivational design theory, where emphasis is on instructional processes for configuring strategies to increase students' attention, confidence and satisfaction. The researchers analysed empirical studies and depicted effective utilisation of motivational instructional designs. Hartnett, George and Dron (2011) used self-determination theory as a framework and examined motivation among open and distance learners. The study revealed that the distance learners were not primarily found as intrinsically motivate. The motivation among them was multifaceted, complex and sensitive as per the situational factors. The key areas in studying motivation in this study covered quality of behaviour, amotivation, external regulation, identified regulation, intrinsic motivation, and self-determination. Radovan (2011) studied motivation and learning strategies of distance learners in terms of their academic achievement by taking 319 samples. The MSLQ was used and compared in terms of number and frequency of exam written. The study revealed some sorts of motivational factors for promoting students' academic performances i.e., intrinsic orientation, task value, and self-efficacy. Singh et al., (2012) explored the role of motivation in students' learning and compared the motivation level of distance learners and regular learners. The academic motivation scale was developed and used by the researchers. The academic motivation scale was a five-point scale which included personal aspiration, study habits, social-family-economic (environment) factors, and attitude towards study centre. The findings of the study revealed that the motivation level of traditional education system was higher as compared to the students of open education system. In each dimension of the academic motivation scale, significant differences were found by the researchers. The study also revealed no significant differences in the motivation level of male and female of traditional education system and open education system. Bonito (2013) conducted a study to investigate motivation and academic performance among distance learners in postgraduate level. The researcher used Pintrich's Motivation Strategies for Learning Questionnaire (MSLQ) to gain understanding about students' motivation in distance education. The MLSQ included major dimensions like task value, intrinsic goal, extrinsic goal, control beliefs, self-efficacy for learning. The study revealed that the motivation among students was found to be highest in task value dimension followed by intrinsic goal orientation and extrinsic goal orientation. The findings also revealed positive correlation of task and intrinsic orientation with academic performance of distance learners. Haller (2014) descriptively examined motivation level of students in online and distance education. The study was conducted realizing the importance of motivation in educational setting. In this study, descriptive survey method was used and Situational Intrinsic Motivation Scale (SIMS) was used along with an attitude scale for studying students' motivational level. In the motivation scale, both extrinsic and intrinsic dimensions were there. The motivation level among students and their characteristics were examined by the researcher. Goulimaris (2015) studied motivation and satisfaction among distance learners by taking self-determination theory as theoretical frameworks. The main purpose was to examine structural motivation scale for distance learners. The findings revealed positive dimensions in terms of adjustment and motivation among distance earners. The situational motivation scale consisted of both intrinsic motivation and extrinsic motivation, along with amotivation, personal outcomes, and leadership. The study revealed that intrinsic motivation and amotivation are the most influential sub scales for predicting personal outcomes. Reka et al., (2015) compared the motivational factors of full-time and distance learners in terms of their academic achievements. The self-determination theory was the theoretical framework of the study. The academic motivation scale of Vallerand et al., (1992) was used which included seven 7 basic dimensions i.e., "intrinsic motivation towards knowledge, accomplishment, and simulation, introjected and identified regulations, and amotivation". The study found that the intrinsic motivation scores of distance learners were found higher and extrinsic motivation of full-time learners were found to be higher. Junior et al., (2016) examined distance education in the context of students' motivation. The researchers attempted to identify motivational profile of students towards distance mode of learning by studying their perceptions. The results revealed negative perceptions of students towards distance learning programmes to add their performances with regard to the acquisition of skills and competence. Hewson (2018) studied students' motivation, engagement and behaviour for online courses by analysing previous researches. In the study, one qualitative and one quantitative study was analysed regarding motivation and satisfaction in online and distance learning. The findings revealed that students' motivation and satisfaction are interrelated. Stark (2019) compared the role of motivation and learning strategies of students pursuing distance education and face-to-face education by using MSLQ of Pintrich. The rationale behind the study was the findings of previous researches which revealed motivation as a key factor of favouring students for online and distance education. The results of the study revealed strong corelation of motivation variable with performances for online courses. The study also revealed that the students pursuing face-to-face education were found be higher motivation level than the students of online and distance education. The analysis of these literature gave directions to develop a motivation scale for the distance learners towards ODL.

The analysis of above literature made it clear that numerous comparative studies have been conducted in India and abroad to compare the motivation level among distance learners and full-time learners (Singh et al., 2012; Reka et al., 2015; Stark, 2019). Apart from this, studies have been conducted by taking both intrinsic ad extrinsic motivation among the distance and full-time learners (Hartnett et al., 2011; Radovan, 2011; Haller, 2014; Goulimaris, 2015; Junior et al., 2016; Hewson, 2018). Several studies have been also conducted for gaining understanding about motivation, satisfaction and academic performances of distance learners (Bonito, 2013; Goulimaris, 2015). The findings of most of the study revealed that the learners having higher motivational level were found to have higher academic performance and satisfaction in learning (Bonito, 2013; Goulimaris, 2015). The literature also revealed that in most of the studies Academic Motivation Scale has been used (Singh et al., 2012; Reka et al., 2015), and Motivational Strategies Learning Questionnaires has also been used (Bonito, 2013; Stark, 2019). The analysis of these literatures revealed that in few studies the motivation scale has been developed and used both for distance and full-time learners. So, this particular gap in the literature showed directions to develop and standardise a Motivation Scale towards Open and Distance Learning (MSODL). So far as the dimensions of the motivation scale used in the related literatures are concerned, intrinsic motivation, extrinsic motivation and amotivation have been taken into considerations while studying motivation level among the distance learners. More related literatures were also gathered for reference purpose to find out the dimensions of the MSODL, and the analysis of the literatures showed the research gaps, therefore, in the MSODL three basic dimensions were taken into considerations i.e., academic motivation, non-academic motivation, and demotivation. The research gaps related to the availability of motivation scale towards open and distance learning developed keen interest in the mind of the researchers to developing and standardised a MSODL. The present study has been undertaken in two parts, where the first part deals with the development, validation and standardisation of the MSODL and the second part deals with the comparative analysis of motivation among the students studying in IGNOU and OSOU.

OBJECTIVES OF THE STUDY

- To develop motivation scale for distance learners towards open and distance learning
- To compare mean scores of motivation between the distance learners studying in IGNOU and OSOU
- To compare mean scores of academic motivation between the distance learners studying in IGNOU and OSOU
- To compare mean scores of non-academic motivation between the distance learners studying in IGNOU and OSOU
- To compare mean scores of demotivation between the distance learners studying in IGNOU and OSOU

HYPOTHESES OF THE STUDY

- There exists no significant difference between mean scores of motivation between the distance learners studying in IGNOU and OSOU.
- There exists no significant difference between mean scores of academic motivation between the distance learners studying in IGNOU and OSOU.
- There exists no significant difference between mean scores of non-academic motivation between the distance learners studying in IGNOU and OSOU.
- There exists no significant difference between mean scores of demotivation between the distance learners studying in IGNOU and OSOU.

LIMITATION OF THE STUDY

- The present study was limited to the development and validation of motivation scale towards open and distance learning.
- It was also limited to the study of motivation of distance learners belonging from IGNOU and OSOU.

DEVELOPMENT AND VALIDATION OF THE SCALE

Different kinds of research studies have been done on the development, validation and standardisation of an instrument for research purposes. But, the rapid change of socio-cultural characteristics of different diverse areas force researchers to develop such instruments appropriate for their locality and culture. Similarly, in this present study, an effort has been taken for the development of motivation scale towards open and distance learning particularly for the distance learners. The MSODL scale was developed by following standard procedures as mentioned below.

Collection of items

The researchers collected some sorts of items for motivation scale from articles and books related to motivation factor in open and distance learning. The review of related literature showed path to the researcher to gain an insight of the research gaps for developing a motivation scale towards ODL. Basically, the related literatures revealed that most of the studies were conducted for comparing the motivation level of distance learner with regular learners, and it also revealed a smaller number of studies related to the comparison of motivation between distance learners. Therefore, the motivation scale towards ODL was intended to be developed considering motivation scores of distance learners studying in IGNOU and OSOU. For this purpose, the prospectus of admission in both IGNOU and OSOU were examined thoroughly, and different motivation scales developed for regular students were also examined. The analysis of the scales developed insights of the researcher for developing statements of motivation scale. A total number of 50 items were collected by analysing the related literatures.

Dimensions and Operational Definitions

The analysis of prospectus of IGNOU and OSOU helped for gaining understanding about the basic dimensions of the motivation scale towards ODL. In this scale three basic dimensions were taken into account i.e., academic motivation, non-academic motivation and demotivation. In the initial academic and non-academic motivation dimensions, both pre-entry and entry stage were taken into account and accordingly statements were mentioned.

- **Academic Motivation**: The academic motivation dimension of the scale included the statements concerned to academic areas with regard to motivation. In this dimension of academic motivation both pre-entry and entry stage were taken into account. It included statements concerned to the information on courses, entry requirements, registration procedure, preparatory course advice, course choice counselling, tutorial times, assignments dates, course change counselling.
- **Non-Academic Motivation:** The non-academic motivation dimension of the scale included the statements concerned to non-academic areas with regard to motivation. In this dimension both pre-entry and entry stage were taken into considerations. In included statements concerned to information on alternatives, advice to special cases, return-to-study counselling, information and regulations, advice on general distance and withdrawal counselling.
- **Demotivation:** The demotivation dimension of the scale included statements related to frustration, unwillingness and demotivation towards open and distance learning. In this dimension also both pre-entry and entry stages were taken into account.

Editing the items and Construction of preliminary form of MSODL

The preliminary form of MSODL was prepared based on the items collected as per the specific dimensions. Initially the preliminary form of MSODL was edited by the researchers, then the same was given to 02 independent language experts for editing. The language experts edited some of the items of the MSODL in terms of grammatical correctness, understandability and spelling. After the initial editing of the items, pre-piloting of the tool was made.

Pre-piloting

The pre-piloting of the tool was done earlier to piloting for gaining insight about the dimension wise items of the developed tools. For this pre-piloting purpose, the developed tool was given to 10 distance learners of OSOU and 10 learners of IGNOU belonging from Sambalpur study centre. The selected learners were asked to review each item of the tool and share their thinking about the degree of understandability about the items. From the comments of the learners, essential modifications were made for the items which were difficult to understand on the part of the learners. However, it may be noted that the learners selected for pre-piloting were not taken during piloting and survey too.

Expert's opinion

The pre-piloting of the tool helped for getting idea about the understandability of each item. Then after, the tool was provided to three experts in the field of Open and Distance Learning and they were requested to give their comments on the tool. They were requested to provide their valuable suggestions about the dimension wise items in terms of understandability, objectivity and validity. As this work was done during pandemic period, so telephonic conversation was done for seeking their suggestions. The experts suggested to modify some of the items of the tool in terms of grammar correctness and sense of understanding. According to the suggestions of the experts, essential modifications were made.

Construction of secondary form of MSODL

The comments of the learners during pre-piloting and the expert's opinion on the developed tool were taken into account and the secondary form of the motivation scale was constructed.

Piloting

The piloting of the study was done by taking a sample of 100 distance learners who were not involved in the further survey. Initially proper instruction was given to the selected learners and the objectives of the research were presented before them. They were informed about the confidentiality of their responses. Then the secondary form of MSODL was given to them for their response.

Item analysis

The Cronbach's alpha reliability index for each item was calculated with the help of SPSS and accordingly item analysis was done. Out of 50 items of the preliminary MSODL, 14 items were rejected based on the results of the Cronbach's alpha reliability. As a result, a total number of 36 items were remained for the final form of MSODL covering the three specified dimensions.

Item selection for the final form of MSODL

The final form of MSODL consisted of 36 items covering three dimensions i.e., 17 items in academic motivation, 12 items for non-academic motivation, and 07 items for demotivation. The details of the dimensions and number of items are given below.

Table-2
Dimension-wise number of items of MSODL

Sl. No.	Dimensions	Item No.	Total No. of Items
1	Academic motivation (Pre-Entry & Entry Stage)	1-17	17
2	Non-Academic motivation (Pre-Entry & Entry Stage)	18-29	12
3	Demotivation towards ODL	30-36	07

Validity of the scale

The content validity and face validity of the motivation scale was established by taking the opinions of subject experts and research scholars. After item analysis the final form of MSODL was made and the same was sent to 10 research scholars of Gangadhar Meher University and Sambalpur University for their feedbacks. The selected scholars provided positive feedbacks on the final version of MSODL. Then, the MSODL was sent to 05 independent subject experts having knowledge and experience about distance education and they were asked to study each item to fulfil the objectives of the tools. Most of the experts showed green signal for the final version of tool and stated that the items are prepared based on the dimensions of the tool. In this way content validity of the tool was established.

Reliability of the Scale

The reliability of the scale was measured by using Cronbach's alpha and split-half reliability index with the help of SPSS-23. The results of the reliability tests are below.

Table-3
Cronbach's alpha and split-half reliability of motivation scale

Sl. No.	Dimensions	Cronbach's Alpha reliability	Split-Half reliability
01	Academic Motivation	.757	.932
02	Non-Academic Motivation	.780	.707
03	Demotivation	.978	.955
	Whole Scale	**.883**	**.866**

The results revealed that the three basic dimensions of the motivation scale were having high internal consistency. The first dimension i.e., academic motivation was having 0.76 Cronbach alpha reliability in total and 0.93 split-half reliability, and the second dimension i.e., non-academic motivation was having 0.78 Cronbach's alpha reliability and 0.71 split half-reliability, and the third dimension of the scale i.e., demotivation was having 0.98 Cronbach's alpha reliability and 0.87 split-half reliability. As a whole, the Cronbach's alpha reliability of the motivation scale was found to be 0.88 and split-half reliability was found to be 0.87, which revealed that the translated version of the MSODL was highly reliable having high internal consistency.

Scoring of the Scale

The scoring of motivation scale was based on Likert's scale having four alternatives which was ranging from strongly agree to strongly disagree. For positive items of the scale the scoring procedure was 4=strongly agree, 3=agree, 2=disagree and 1=strongly disagree. For negative items of the scale the scoring was reversed. There were 27 positive items in the scale, and 09 negative items as mentioned below.

Table-4
Positive and negative items of motivation scale

Types of items	Item numbers	No. of items
Positive Items	1,2,4,5,7,8,9,11,12,15,16,17,18,19,21,22,24,25,28,29,30,31,3233,34,35,36	27
Negative Items	3,6,10,12,14,20,23,26,27	09

MOTIVATION LEVEL AMONG DISTANCE LEARNERS: COMPARISON OF IGNOU & OSOU

The motivation level among distance learners was studied by using the MSODL, which was developed and standardised by the researchers. The details procedures with results of the comparison of motivation level among the students of IGNOU and OSOU is presented below.

Methodology

a) Method: The descriptive survey method of research was used by the researcher to study and compare the motivation level between the students studying in IGNOU and OSOU. The researcher did the scoring of the MSODL separately for the students of IGNOU and OSOU and found out the net raw scores, after that comparative analysis was made. In this study, the nature of distribution of the motivation scores was tested and the assumption of normal distribution was fulfilled as the histogram showed normality.

b) Participants: The sample of the study consisted of a total number of 932 distance learners, where 57 were from IGNOU and 358 were from OSOU. The samples of the study were selected by employing random sampling procedure.

c) Instrument: The four-point MSODL was used to gather data for the present study. The data of the study was collected by giving field visit to the study centres of IGNOU and OSOU.

ANALYSIS AND INTERPRETATION

The descriptive statistics of the obtained data i.e., mean, media, mode and N are given below.

Table-5 Descriptive Statistics

	Motivation scores whole	Academic motivation scores	Non-academic. Motivation scores	Demotivation scores
N	932	932	932	932
Mean	60.6309	39.0944	33.1695	11.5783
Median	61.0000	38.0000	34.0000	11.0000
Mode	60.00	44.00	36.00	10.00

In order to analyse the obtained data, parametric-inferential statistics t-test was employed, and the results obtained are given below.

a) Comparison of Motivation Scores between IGNOU & OSOU

One of the objectives of the study was to compare mean scores of motivation of students studying in IGNOU and OSOU. There were two groups of students in the study, which were taken from IGNOU and OSOU. The data were analysed with the help of t-test and the results are given below.

Table-6 Mean, Sd, N, & t-value of motivation scores of students of IGNOU & OSOU

Students of	Mean	SD	N	t-test	df	Remarks
IGNOU	54.3188	10.94622	574	23.26**	930	p<0.01
OSOU	70.7514	9.72001	358			

**Significant at 0.01 level

The table shows mean, SD, N, t-test value and df value of motivation scores of students belonging from IGNOU and OSOU. From the table it is evident that the t-value is 23.255 with df=930, which is significant. It shows that the mean scores of motivation of students studying in IGNOU and OSOU differed significantly. Thus, the null hypothesis that there is no significant difference between mean scores of motivation of students of IGNOU and OSOU is rejected. Further, the mean score of motivation of students studying in OSOU is 70.75 which is significantly higher than that of IGNOU students whose mean is 54.32. It may, therefore, be said that the motivation scores of students studying in OSOU were found to be significantly more than their counter part IGNOU students.

b) Comparison of Academic Motivation Scores between IGNOU & OSOU

One of the objectives of the study was to compare mean scores of academic motivation of students studying in IGNOU and OSOU. There were two groups of students in the study, which were taken from IGNOU and OSOU. The data were analysed with the help of t-test and the results are given below.

Table-7 Mean, Sd, N, & t-value of academic motivation scores of students of IGNOU & OSOU

Students of	Mean	SD	N	t-test	df	Remarks
IGNOU	36.2979	8.93588	574	12.05**	930	p<0.01
OSOU	43.5782	9.03143	358			

**Significant at 0.01 level

The table shows mean, SD, N, t-test value and df value of academic motivation scores of students belonging from IGNOU and OSOU. From the table it is evident that the t-value is 12.05 with df=930, which is significant. It shows that the mean scores of academic motivation of students studying in IGNOU and OSOU differed significantly. Thus, the null hypothesis that there is no significant difference between mean scores of academic motivation of students of IGNOU and OSOU is rejected. Further, the mean score of academic motivation of students studying in OSOU is 43.58 which is significantly higher than that of IGNOU students whose mean is 36.30. It may, therefore, be said that the academic motivation scores of students studying in OSOU were found to be significantly more than their counter part of IGNOU students.

c) Comparison of Non-Academic Motivation Scores between IGNOU & OSOU

One of the objectives of the study was to compare mean scores of non-academic motivation of students studying in IGNOU and OSOU. There were two types of students from IGNOU and OSOU. The data were analysed with the help of t-test and the results are given below.

Table-8 Mean, Sd, N, & t-value of non-academic motivation scores of students of IGNOU & OSOU

Students of	Mean	SD	N	t-test	Df	Remarks
IGNOU	30.5941	6.79678	574	16.44**	930	p<0.01
OSOU	37.2989	4.61972	358			

**Significant at 0.01 level

The table   shows mean, SD, N, t-test value and df value of non-academic motivation scores of students belonging from IGNOU and OSOU. From the table   it is evident that the t-value is 16.44 with df=930, which is significant. It shows that the mean scores of non-academic motivation of students studying in IGNOU and OSOU differed significantly. Thus, the null hypothesis that there is no significant difference between mean scores of non-academic motivation of students of IGNOU and OSOU is rejected. Further, the mean score of non-academic motivation of students studying in OSOU is 37.30 which is significantly higher than that of IGNOU students whose mean is 30.60. It may, therefore, be said that the non-academic motivation scores of students studying in OSOU were found to be significantly more than their counter part of IGNOU students.

d) Comparison of Demotivation Scores between IGNOU & OSOU

One of the objectives of the study was to compare mean scores of demotivation of students studying in IGNOU and OSOU. There were two types of students from IGNOU and OSOU. The data were analysed with the help of t-test and the results are given below.

Table-9
Mean, Sd, N, & t-value of demotivation scores of students of IGNOU & OSOU

Students of	Mean	SD	N	t-test	df	Remarks
IGNOU	12.5157	2.51535	574	16.55**	930	p<0.01
OSOU	10.0754	1.52932	358			

**Significant at 0.01 level

The table   shows mean, SD, N, t-test value and df value of demotivation scores of students belonging from IGNOU and OSOU. From the table   it is evident that the t-value is 16.55 with df=930, which is significant. It shows that the mean scores of demotivation of students studying in IGNOU and OSOU differed significantly. Thus, the null hypothesis that there is no significant difference between mean scores of demotivation of students of IGNOU and OSOU is rejected. Further, the mean score of demotivation of students studying in IGNOU is 12.52 which is significantly higher than that of OSOU students whose mean is 10.08. It may, therefore, be said that the demotivation scores of students studying in IGNOU were found to be significantly more than their counter part of OSOU students.

RESULTS & DISCUSSION

The final version of motivation scale towards open and distance learning was consisted of three dimensions i.e., academic motivation, non-academic motivation, and demotivation. The academic motivation dimension of the scale consisted of 17 items, non-academic motivation consisted of 12 items, and demotivation consisted of 07 items. So, in total 36 items were there in the MSODL. The Cronbach's alpha reliability of the motivation scale was found to be 0.88 and split-half reliability was found to be 0.87, which revealed that the MSODL was highly reliable having high internal consistency. The motivation scores of students studying in OSOU were found to be significantly more than their counter part IGNOU students. The academic motivation scores of students studying in OSOU were found to be significantly more than their counter part of IGNOU students. The non-academic motivation scores of students studying in OSOU were found to be significantly more than their counter part of IGNOU students. The demotivation scores of students studying in IGNOU were found to be significantly more than their counter part of OSOU students. The present study is a comparative analysis of the motivation level among the learners of IGNOU and OSOU. So far as present study is concerned, it is to be noted that Odisha State Open University is one of the youngest open universities in India, where he UG and PG programmes received UGC's recognition from the academic session 2018-19. As OSOU is one of the youngest universities, so very a smaller number of studies were found on OSOU. So far as the results of the present study are concerned, it was found that motivation scale towards open and distance learning was consisted of three dimensions i.e., academic motivation, non-academic motivation, and demotivation. The comparative analysis of motivation between the learners of IGNOU and OSOU revealed that the learners of OSOU were having significantly higher motivation in terms of academic and non-academic motivation; on the other hand, learners of IGNOU were having significantly higher demotivation scores as compared to the learners of IGNOU. From this results of the study, it can be said hypothetically that as OSOU was the newly opened open university in Odisha, it may be the possible reasons behind the higher motivation level among the learners of OSOU. As the headquarter of OSOU is in Sambalpur district of Odisha, so it caters the educational needs of students belonging from tribal category, non-tribal category, scheduled caste, scheduled tribe, minorities, rural and urban locality. As the OSOU is recently growing in the locality, the courses offered are flexible for the learners of the locality, and they are satisfied, therefore the motivation level among them is higher as compared to the learners of IGNOU.

IMPLICATIONS OF THE STUDY

The present study has been designed for the development and validation of MSODL in one hand, and on the other hand it has also been designed to make a comparative analysis of the motivation level of students of IGNOU and OSOU. Based on the main findings of the present research it is vivid that the present has implications for teachers and stakeholders of distance education. The present study reveals a standardised motivation scale towards open and distance learning, which can be used for examining motivation level of distance learners in terms of three basic dimensions i.e., academic motivation, non-academic motivation and demotivation. This MSDOL is having high internal consistency reliability, so it can be highly appropriate for the both teacher and students favouring ODL to measure motivation level towards distance learning. Further, this study is also helpful for gaining understanding about the motivation level of students studying in IGNOU and OSOU as per the findings of this study.

CONCLUSION

From the analysis of the above discussion, finally it can be concluded that this research work is primarily helpful for the stakeholders of open and distance education for using the standardised MSODL to assess the level of motivation among distance learners. The primary objectives of the study were to develop and validate motivation scale towards ODL and to make a comparative analysis of motivation between the learners of IGNOU and OSOU. The results of the study revealed high internal consistency of the MSODL and also revealed high motivation level of IGNOU and OSOU. From this study, it was also found that the students of OSOU were having significantly higher academic and non-academic motivation as compared to the students of IGNOU, on the other hand, the students of IGNOU were having higher demotivation as compared to the students of OSOU. From this it can be said that motivation plays vital role for the academic progress of the students both in distance mode of learning and face-to-face of learning for accomplishing educational goals. It also helps students for gaining understanding about subject matter faster. So, adequate steps must be taken to develop the motivation level among the students of both distance and regular mode.

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