

A Study of Motivation of Post Graduate Students towards to Gender, Faculties and Socio-economic Condition of Assam

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Abstract

The study was undertaken to investigate the involvement issues and challenges of Motivation of Post Graduate Students towards to Gender, Faculties and Socio-economic Condition of Assam. The present study was conducted through the descriptive survey method of research used. A sample consists of 400 which represent all the sections of population. It was expected to collected data consisted 400 under the Gauhati University of post-graduate students of different faculties. This paper is concerned with the challenge of enhancing inclusive education in our north-east India. In this chapter we focus on inclusive education in developed and developing areas refer to the broad global differences in economic and political status. High challenge academic tasks invite students to expand the maximum level of effort and encourage students to value the processes of learning. As a result, motivation researchers view high challenge tasks as most beneficial for promoting learning and motivation. Therefore, the 1st hypothesis stated as, 'there was no significant difference in motivational of post graduates students' is significant and fully accepted.

Keywords: Motivation, Post Graduate, Students, Gender, Faculties, Socio-economic Condition.

Introduction:

The challenges of education towards 21st century, stress appears when our bodies react to a challenge, mental or physical, by increasing Success of the nation is determined by the quality of its citizen. Nation is not built by bricks and mortars but by the quality of men. It does not require any evidence to say that society and its development are positively correlated to the development of education. The outcome of this study would reveal the role of motivation, gender, economics condition and organizational commitment in determining the level of higher education in Assam with special reference to post-graduate students. Assam lies in India's North-east, one of its remotest and most problematic regions. The present investigation has broad in to light some interesting fact and a significant relationship existing between motivation and gender as well as economics condition of the interims evaluated. Education development in the North - Eastern Region: In keep with the policy of the government, the Department of Secondary Education and Higher Education was able to step up expenditure in the North-Eastern Region (NER) to 12.74 percent during 2000-2001. This is more than the prescribed level of 10 percent. Efforts are on to meet the 10 percent target in the current financial year 2009-2010 as well. Major problems identified in the North-East Region related to lack of trained teachers, lack of skilled manpower, need for more relevant curriculum, especially in view of the large population of educated unemployed in the region, constraints in achieving universal literacy etc.

In fact, there has been considerable improvement in the education scenario of India in both qualitative and quantitative terms. In the emerging global world order, India is trying to position itself as a knowledge driven economy. It has been realized that for bright future country needs to strengthen its education roots first. Owing to this, the central and state governments of India are bringing out policies and regulations that can bring effective and timely changes in the field of education. NHDR (2002) reported higher gender inequality

in the state as compared to all India situations. Hence, the attitude of the child is modified according to the needs and expectancy of the society. The behavior of the individual is composed of so many attributes; one of these important attributes is attitude. The entire personality and development of the child is influenced by the nature of his attitudes. Therefore, it is important to understand the factors responsible for their formation and development, the techniques of their measurement that makes the individual respond in a particular way to the particular stimuli. Now we are having far-reaching advances in the field of psychology as well as educational psychology. Higher education is likely to undergo the greatest change. Self learning will be the order of the day. The course content could be decided by each individual according to his or her requirement and interest. With this there will be less likelihood. Universities would have vested in them four key functions: Performance of students, so curriculum includes the goals, objectives, contents, process, resources and means of evaluation of all the learning experiences planned for pupils.

To prepare students for research and teaching, to provide highly specialized training courses adapted to the needs of economic and social life, to be open to all, so as to cater to the many aspects of lifelong education in the widest sense and International co-operation. The universities should also be able to speak out on ethical and social problems as entirely independent and fully responsible institutions exercising a kind of intellectual authority that society needs to help it of reflect, understand and act. Higher education occupies a special position in the educational system of any nation because it is at the apex of the entire educational structure and thus influences all levels of education.

Higher education refers to post higher secondary education in the colleges and Universities. It is concerned with processes in the more advanced phases of human learning. In fact by providing man power for many areas of production, planning management and technological development, it influences practically every important national activities through its ideas and innovations, its influence on the future of the nation is also very considerable. The country is heavily dependent on the institutions of higher education for self-reliance on knowhow so crucial to development. Universities should be central to the higher level of the system, even if, as is the case in many countries, there are other, non-university establishments of higher education.

The University Grants Commission, in spite of many academic innovations to its credit, had been working more as an administrator of grants rather than an organization upholding standards. Over the past years in its internal structure it has put more emphasis on the administrative sector. There have been many pronouncements against the proliferation of universities and yet the UGC has not been able to resist political pressure for the creation of regional universities. UGC has been unable to stop such Degrees. UGC has been powerless in the face of the powerful lobby which gives Degrees for a price. It is important that there is policy coordination with the Government ensuring compatibility between educational policies and policies of recruitment of various jobs, more specifically because the Government today is the largest employment agency.

Motivation In Learning:

Motivation is the driving force that causes the flux from desire to will in life. For example, hunger is a motivation that elicits a desire to eat. Motivation has been shown to have roots in physiological, behavioral, cognitive, and social areas. Motivation may be rooted in a basic impulse to optimize well-being, minimize physical pain and maximize pleasure. It can also originate from specific physical needs such as eating, sleeping or resting, and sex (McClelland, 1985). Motivation is an inner drive to behave or act in a certain manner. These inner conditions such as wishes, desires and goals, activate to move in a particular direction in behavior (Aggarwal, 1971). Workers in any organization need something to keep them

working. Motivation is a vital ingredient in everyday life. Our basic behavior and feelings are affected by our inner drive to succeed over life's challenges while we set goals for ourselves.

Motivation is Broadly Divided into two Types:

i) **Intrinsic Motivation:** Intrinsic motivation occurs when people are internally motivated to do something because it either brings them pleasure, they think it is important, or they feel that what they are learning is significant. It has been shown that intrinsic motivation for education drops from grades 3-9 though the exact cause cannot be ascertained. Also, in younger students it has been shown that contextualizing material that would otherwise be presented in an abstract manner increases the intrinsic motivation of these students.

ii) **Extrinsic Motivation:** Extrinsic motivation comes into play when a student is compelled to do something or act a certain way because of factors external to him or her (like money or good grades). Cassandra B. Whyte researched and reported about the importance of locus of control and academic achievement. Students tending toward a more internal locus of control are more academically successful, thus encouraging curriculum and activity development with consideration of motivation theories.

The Psychologically Focused Theory of Gender:

Simon de Beauvoir, in her work *the Second Sex*, claims that "One is not born but rather becomes a woman." She claims that it is a whole process by which feminist is manufactured in society. To quote her, "she is defined and differentiated with reference to men and not he with reference to her; she is the incident, the inessential as opposed to the essential. He is the subject, he is the absolute she is the other."

Review of Related literature:

Review of related literature is an indispensable and important part of research process. It establishes the key foundation for the researcher of his problem of research. The research work is reported to have been done in India and abroad, embracing a number of variables in India, namely-motivation and efficiency- (Samantroy,1970; debnath,1971; Kaur,1983; Singh,1987 and Kandarpa,1995); attitudes and personality characteristics-(Pandey,1983; Radha,1984; Shukla,1984; Dowell, 1985; Duby,1986; Pal and Bagoliwal,1989 and Khaleque,2001); achievement and burnout (Rai,1993; Dixit,1996; Rani,1996, Khaleque and Gupta, 2001); motivation and self-esteem -(Murphy,1976;Gupta,1980; Goyal,1986, Holfied,1995 Abdul,1996; Latippha 1998 and Khaleque & Rahman, 2008); and so on. The available literature, however, suggests that none of these studies has taken care of the psychological problems of the pre-primary education in Nagaland. Mc Clelland (1957, 1964) the pioneer achievement motivation theorist, conceived achievement motivation as a learned motive, unconscious in nature, resulting from the reward or punishment of behavior. Rabideau (2011) identifies two kinds of achievement motivation; one revolves around avoiding failure and the other around the more positive goals of attaining success. Coleman's (2019) research has demonstrated the contribution of the peer group to patterns of achievement.

Significance of the Study:

Education has to serve as a powerful instrument of social, economic and cultural transformation of the society and to keep pace with the advancement of the modern trend. In the context of growing knowledge and skills in the global society, the higher education system needs to be recognized and revitalized meticulously in order to meet the requirements of new vocations and professions while keeping pace with international standards in different branches of knowledge and human achievements. Post-graduate teaching and research also involves, or rather should involve, a certain degree of specialization, the study of a subject in some depth. In the present study the urgent need of the researchers has been going to

motivation and attitude of post-graduate students towards studies in relation to gender, faculties and economic condition under Gauhati University of Assam have been included. A major cause of irrelevance is the urban base of institutions of higher learning. The present study revealed the following lines as well as need and significance. The outcome of this study would reveal the role of motivation of post graduate students towards studies in relation to gender, faculties and economic condition under Gauhati University of Assam. The present study emphasized is completely the urgent need for effective higher education system under Gauhati University and this field is relatively unexplored in Assam. It is a pity that scholarly research and keen reflection are insufficient in our universities. It should be realized that research is the main spring of university education; if it is neglected reason will disappear. The quality of education depends on research, and without quality a nation will fall depends on research, and without quality a nation will fall back. The government universities also award some open scholarships on the basis of results of university examinations. Basically, the university will plan three types of programmes- degree, diploma and short-term courses; professional updated courses for working people as part of continuing education programme, and extension courses for the community of health, nutrition, child care, modern methods of farming and so on. In the light of the above discussion of the significance of the study, the title of the study has been fixed as, 'A Study of Motivation of Post Graduate Students towards to Gender, Faculties and Socio-economic Condition of Assam'.

Statement of the problem:

Precisely stated the problem in the present study is an entitled as, 'A Study of Motivation of Post Graduate Students towards to Gender, Faculties and Socio-economic Condition of Assam'.

Objectives of the Present Study:

The main objectives of the present investigation are as follows -

- i) To analysis the motivational status of post graduates students under Gauhati University of Assam.
- ii) To compare motivational for studies of male and female post graduates students of different faculties.
- iii) To compare the motivational for studies of male and female post graduates students of different economic status.

Hypotheses of the Present Study:

To fulfil the objective in the present study will have the following hypotheses -

- i) There is no significant difference in motivational of post graduates students.
- ii) There is no significant in motivational of male and female towards student's studies.
- iii) There is no significance difference graduate in motivational for studies of post graduates student's of different economic condition.

Limitations of the Study:

The present study has been carried out some limitations as following:

- i) The present study has been confined to the variable of motivation of post-graduates student gender, faculties and economic condition.
- ii) The study has been delimited to the post-graduates student only.
- iii) The areas of has been restricted in Gauhati University of Assam only.

Method and Procedure:

The first and the most crucial step in constructing a research proposal are to plan it. Planning provides a basis for the evaluation of the research of the problem. The present study was conducted through the descriptive survey method of research under the descriptive survey method used.

Interpretation of Data and Results:

Table.1: Shows the Department wise levels of Motivation of the Post-Graduate Students of Gauhati University

Sl.No	Name of the Departments	Student (N)	M	SD	Skewness	Kurtosis
1	Education	33	64.59	5.91	0.374	-0.738
2	English	55	57.73	4.94	-0.184	0.483
3	Political Science	35	53.94	3.46	0.638	0.463
4	Sociology	45	44.28	3.57	0.264	0.364
5	Mathematics	29	53.65	3.58	0.276	0.115
6	Physics	21	65.07	12.99	0.604	0.397
7	Commerce	92	70.95	4.342	0.334	0.213
8	Anthropology	23	32.64	5.63	0.434	1.05
9	History	27	60.78	5.01	0.433	-0.814
10	Assamese	40	56.21	5.32	0.318	0.380

From the observation of the Table No. 1, it is clear that the scholastic achievement of the post graduate students of Education, History, English, Commerce, Assamese, Physics departments is high in comparison to Political Science, Sociology, Anthropology departments. As per table no. 1 shown that the positively skewed indexes indicated that then distribution of the scholastic achievement motivation scores is skewed positively or to the right. Hence, the post- graduate students under the Gauhati University are massed at the low end of the scale. The negatively skewed index indicates that the distributions of the scholastic achievement scores are skewed negatively or to the left. Therefore, the post- graduate students under the Gauhati University motivation scores are massed at the high end of the scale. The positive and greater than 0.263 kurtosis indexes indicate that the distribution of scholastic achievement scores is platykurtic and negative kurtosis means the distribution is leptokurtic. So, the first hypothesis as state as, ‘there is no significant difference in motivational of post graduates students’, is partially accepted.

Table-2: Showing the Values of Means and Standard Deviations of Motivation of the Post-Graduate Students under Gauhati University

Sl.NO.	Variables	Means	S.Ds
1	Home	261.94	16.156
2	Department	213.74	14.54
3	Society	207.85	14.39

As per Table No. 2 shown that the mean score of motivation of the post-graduate students under Gauhati University are Home is 261.94 and SD 16.156, Department- mean score is 213.74 and SD is 14.54 and Society mean score is 207.85 and SD is 14.39 respectively. It can be understood that there was statistically significant difference between these two categories of post-graduate students of Gauhati University with respect to their motivation. Hence, it may be inferred that there was no significant relationship between post graduates students and home and department and also between post graduates students and society.

Table-3: Showing the Attitude of Male and Female Post-Gradute Students of Gauhati University

Variable	Category	N	Mean	SD	t-value
Gender	Male	200	171.90	33.85	3.739 (S)
	Female	200	169.84	28.67	

From result Table No-3 as there is the calculated Mean and Standard Deviation scores of Male Attitude of post-graduate students of Gauhati University are 171.90 and 33.85 respectively. As per the table found Mean and S.D. Attitude of Female post-graduate students of Gauhati University are 169.84 and 28.67 according to the obtained t-value is 3.739, which is significant at 0.05 and 0.01 level. It can be concluded that Male has a higher motivated attitude than the Female towards total Attitude. So, it is cleared that total attitude of Female post-graduate students is very low. Hence, the second hypothesis states that "There is no significant difference in motivational of male and female towards student's studies" is significant and fully accepted. It can be understood that there was a statistically significant difference between these two categories of post-graduate students of Gauhati University with regard to their motivation. Hence, it may be concluded that there was no significant difference in motivational of male and female towards student's studies of attitude post-Graduate students of Gauhati University. Socio-economic factor has been broken up into the following component parts.

Table-4: To Gender, Faculties and Socio-Economic Condition

Causes	Responses and their percentage value			Score value	Significant value in percentages.
	Greatly	To some extent	Not at all		
1. Poverty of the family	45 10.97%	300 73.17%	65 15.85%	390	47.56%
2. Engagement of students as a source of family earning	41 10.00%	180 43.90%	189 46.10%	262	31.95%
3. Lack of means because of large number of students.	33 08.05%	180 43.90%	197 48.05%	246	30.00%
4. Lack of proper environment at home for study.	37 09.02%	214 52.20%	159 38.78%	288	35.12%
5. Death of guardian	312 76.10%	82 20.00%	16 03.90%	706	86.10%
6. Non-availability of any financial help from the Government	25 06.10%	172 41.95%	213 51.95%	222	27.07%
Total	493 120.24%	1128 275.12%	839 204.63%	2114	257.80%
Average percentage Value of the economic factor	20.04%	45.85%	34.11%		42.97%

Conclusion of the Present Study:

On the basis of analysis, interpretation of data and discussion of results, the hypotheses were tested and verified. Some of them were accepted, other were rejected.

Therefore, the 1st hypothesis stated as, 'here is no significant difference in motivational of post graduates students' is significant and fully accepted.

Therefore, the second hypothesis stated as, 'there is no significant in motivational of male and female towards student's studies', is also significant and fully accepted. Hence, the third hypothesis stated as, 'There is no significance difference graduate in motivational for studies of post graduates student's of different economic condition.

Suggestions for Further Research:

Having completed the present study, the investigator or researcher has put some suggestions for the further research study as follows:

Reflective study involving large and different population, as also follow-up study may be undertaken to establish the validity of findings of the present study. An effective policy on recruitment of teachers, policy on job security, service rules, regular payment, retirements benefit etc. to be made by the concerned authority for professional development of Junior College teachers is urgently needed.

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