

A Study of Motivational Beliefs of Undergraduate Students in Relation to their Academic Achievements in Self-Finance Colleges in Himachal Pradesh

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ABSTRACT: Motivational belief plays an important role in career. The main purpose the study is to know the motivational belief of undergraduate students of self –finance colleges of H.P. The present study contained a sample of 200 students from various self financed colleges of H.P. The standardized tool was used i. e. (MSLQ) motivational ... to learning questions by Daul. R. Pintrich etc. The result was found.

1. There will be no significant difference between motivational beliefs of girls and boys of undergraduate self –finance colleges of H.P.
2. There will be no difference between academic achievements of undergraduate students in H.P.
3. There will be no significance difference between the academic achievements of girls and boys undergraduate students in H.P.

I. INTRODUCTION

Education is a process of development which consists of the passage of human beings from infancy to maturity, the process whereby he adopts himself gradually in various ways to his physical and spiritual environment. Education ‘we often think ourselves to be educated and use the word EDUCATION in our daily life. But what’s the real mean of it. It is mere collection of information or receipt of degrees of diplomas. People have already been considering the deviation of the word EDUCATION initially it was related to an original, Latin word educatum which is combination of two words Edu and Catum meaning’ out of and ‘and to lead respectively. It means to lead outside from inside, it is also related to the two words Educere and educare. The word education means to develop the inborn qualities of a child to be full.

It is a process of growth and development. every individual is both a teacher and a taught and the place of giving and receiving the process is a “school”. Infact ,life is a education , and education is a life .Rousseau exhorted his philosophy of maturation keeping this wider concept of education in his view point. In a narrow sense, school instructs is called education .Education is imparted at a definite places –school, colleges or university and at a definite time, with definite curriculum. By keeping in view, the analytical meaning of education .It is not limited to knowledge imparted in school. It is related to the development of child’s innate power. It is a dynamic power which develops the child according to the changing situations and times. According to Adams it is a bipolar process at one at one end is the teacher and the other is the child .In this process one personality acts upon another in order to modify the development of other.

II. MOTIVATION

Motivation is that force which impels and incites actions, determines the individual’s directions of actions and rate of reactions; it stimulates and inculcates the learner’s interest in learning activities. It hoped by every nation, country, society, and parents also that their children should receive appropriate education to suit the needs and aspirations of the people of the country. Motivation is rather internal drive and emotional effect that encourages people to a pursue of a

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course of action (Wang xianjie, 1999). Spolsky says, The more motivation a learner has, the more time he or she will spend learning an aspect of a second language and also claimed that motivation is a most important concept in any theory of education According to Ball, motivated students refers to those who wish to do things that teacher expect, while unmotivated students are those one who are unwilling do thing based on teachers expectation. In contrast with teachers, psychologists study the concept of motivation to a greater extent.

So, in order to achieve certain define goals the human behavior is controlled, directed and modified through certain motives .An educational system has no meaning if it does not produce the right type of citizens, which the society need. As motives are the raw materials of human natures .The central focus of all formal of education.Efforts are academic motivation. It is very crucial to note that motivation in school subject is not an independent phenomenon. Rather it is condition physiological and psychological within the organism. It is effected by a number of factors some of which are personal to the individual while many other located in the environment in which the learning process take place.

III. MOTIVATION BELIEFS IN STUDENT LIFE

Educator believes that in order to give dynamic and enthusiastic pus to the class room performance motivation is a major variable. Motivation plays an important role .A convenient measure of motivation could be most useful in understanding motivational role. But they be genuine in their nature It is also provides feedback to the teacher and taught about the characteristics of their milieu in ways that are self enhancing to their own goals and aspirations. SO it is very essential that all school pay special attention towards motivation, The child needs to learn to be self reliant, forward looking and dedicated workers.But now days it has become the most important challenge problem faced by the educational administrators and teaches today as it seems to be the lack of academic motivation the part of the students .This has aroused the attention of many educational psychologists and is assuming greater importance day by day.

IV. ACADEMIC ACHIEVEMENT

Academic achievements of pupils continue the primary concern and the most important goals of education despite various statements about aims of education. Stephen (1960) says “No that other aspects of educational objects are to be ignored but the fact remains that academic achievement is the unique responsibility of all educational institutions established by the society to promote a wholesome scholastic development of pupils”

V. IMPORTANCE OF ACADEMIC ACHIEVEMENT

It is related to the acquisition of principles and generalization and the capacity to perform efficiently, certain manipulations of objects, symbols and ideas. Achievements in the school or college may be taken to any desire learning that is observed in the students. Since the word Desirable is a value of judgment, it is obvious that a particular learning may be refer to an achievement or otherwise depending upon whether it is considered derivable or not .Thus any behavior that is learn may come within the scope of achievements . Learning is not only limited mere acquisition of information but it also includes the attitudes, interests, values etc. Therefore the acquisition of desirable characteristics is as much as achievements as is knowledge of the principles of science or facts of world history.

VI. DEFINITION OF ACADEMIC ACHIEVEMENTS

Robinson and Horrock define the academic achievements as his ability to apply what has been learned.According to Margargee, Academic achievements tests, how will students have mastered the subject matter in a course of instructions?

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VII. SIGNIFICANCE OF THE STUDY

Motivation has several effects on students' learning and behaviour. First motivation directs behavior towards particular goals. Motivation determines the specific goals toward which people strive; thus, it affects the choices student's makes. Motivation enhances cognitive processing. It actually when and how information is processed because motivated students more likely to pay attention and try to understand the material instead of going through the motion of learning in superficial manner. Motivation determines what consequences are reinforcing and pushing. For example, student with a high level of motivation determines what a high level of motivation for classroom achievement and high GPAs are reinforced by receiving a grade of 'a' and they'll feel punished if they receive a grade of "F". Finally, motivation leads to improved performance. Everything that we have just discussed-effort, initiation, persistence, cognitive processing and the impact of consequences-leads to improve performance.

VIII. STATEMENT OF THE PROBLEM

STUDY OF MOTIVATIONAL BELIEFS OF UNDERGRADUATE STUDENTS

OBJECTIVES OF THE STUDY

The objectives can broadly be stated as;

1. To study the relationship between motivational beliefs of girls and boys undergraduate students in H.P.
2. Study the relationship between academic achievements of girls and boys undergraduate students in H.P.
3. To study the relationship between motivational beliefs and academic achievements undergraduate students in H.P.

HYPOTHESIS OF THE STUDY

1. There will be no significant difference between motivational beliefs of girls and boys of undergraduate self-finance colleges in H.P.
2. There will be no difference between academic achievements of Undergraduate students in H.P.
3. There will be no significance difference between the academic achievements of girls and boys undergraduate students in H.P.

DELIMITATIONS OF THE STUDY

The study is delimited to 200 students of undergraduate self finance colleges in H.P.

1. College of Education, Mandi in H.P.
2. College of Education Sunder Nagar
3. College of Education Nichar (KINNAUR) in H.P.
4. College of education RAMPUR Busher in H.P.

INTREPRETATION ON THE BASIS OF t-TEST

T-ratio means of motivational Beliefs of girls and boys

TABLE -1

Sr No.	GROUP	N	df	MEAN	S.D.	T-RATIO
1	BOYS	100	99	16.79	1.572	0.133*S
2	GIRLS	100	99	16.84	2.2144	

At .05 level of significance = 1.96 At .01 level of significance= 2.58

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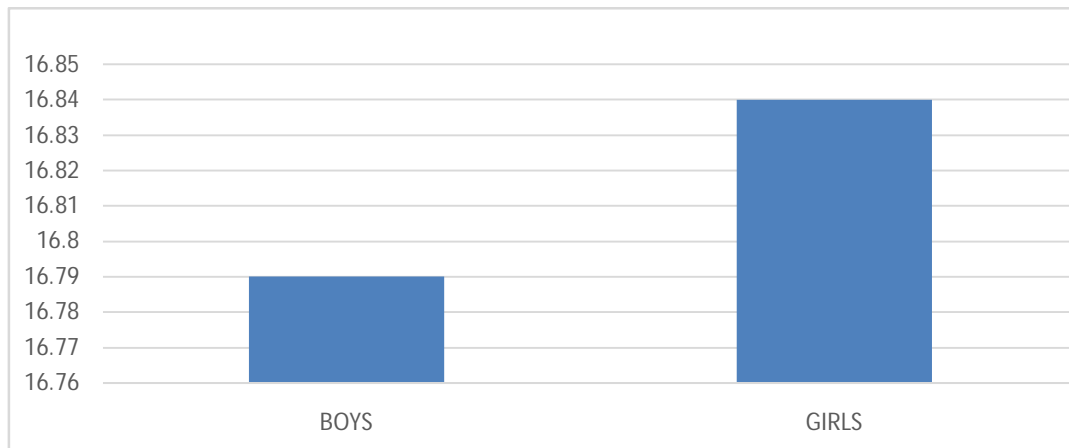


Fig -1 bar diagram showing means of motivational beliefs of girls and boys.

RESULT

It is observed from the table and the bar diagram that mean difference between motivational beliefs scores of girls and boys is 16.84 and 16.79 respectively and difference between standard deviation is 2.2144 and 1.572 respectively . The t-ratio value was recorded as .1333.

TABLE -2
T-RATIO OF MEANS OF ACADEMIC ACHIEVEMENTS OF GIRLS AND BOYS.

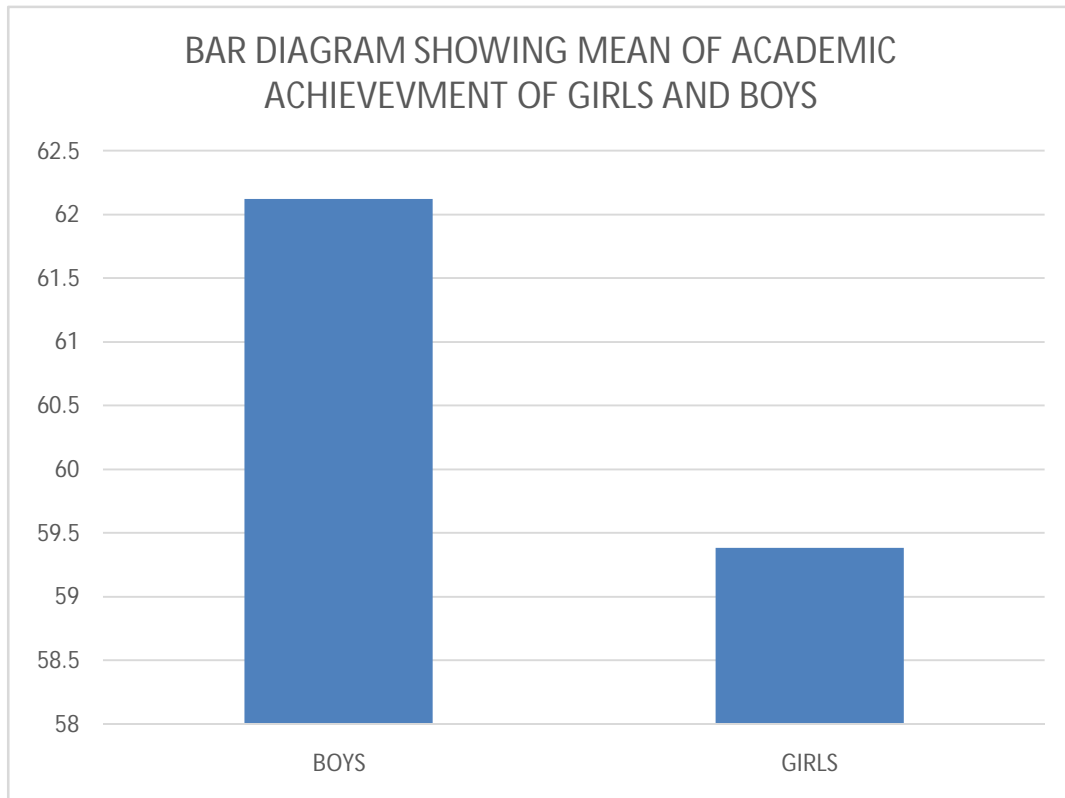
Schools.	No of students	mean	Standard Deviation	T-value	df	Level of significance
BOYS	100	62.125	13.202	1.176	99	NOT
GIRLS	100	59.383	10.660	1.61594	99	SIGNIFICANT

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BAR DIAGRAM SHOWING MEANS OF ACADEMIC ACHIEVEMENTS OF GIRLS AND BOYS

IX. RESULTS

Table and bar diagram shows mean differentials in academic achievement scores of girls and boys students. The mean score of girls students and boys students were 59.383 and 62.125 respectively. The t-value was recorded as 1.176 for the total academic achievements scores of both the groups

DISCUSSION OF RESULT

Result entered in the table regarding the difference in academic achievements scores of girls and boys students shows that the t-value was not significant even at 0.5 levels, which shows there is no significant difference in academic achievements scores of the two groups. Thus the hypothesis 2 that there is no significant difference between academic achievements of boys and girls is accepted and retained.

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TABLE-3

T-RATIO OF MEANS OF MOTIVATIONAL BELIEFS & ACADEMIC ACHIEVEMENTS OF GORLS AND BOYS.

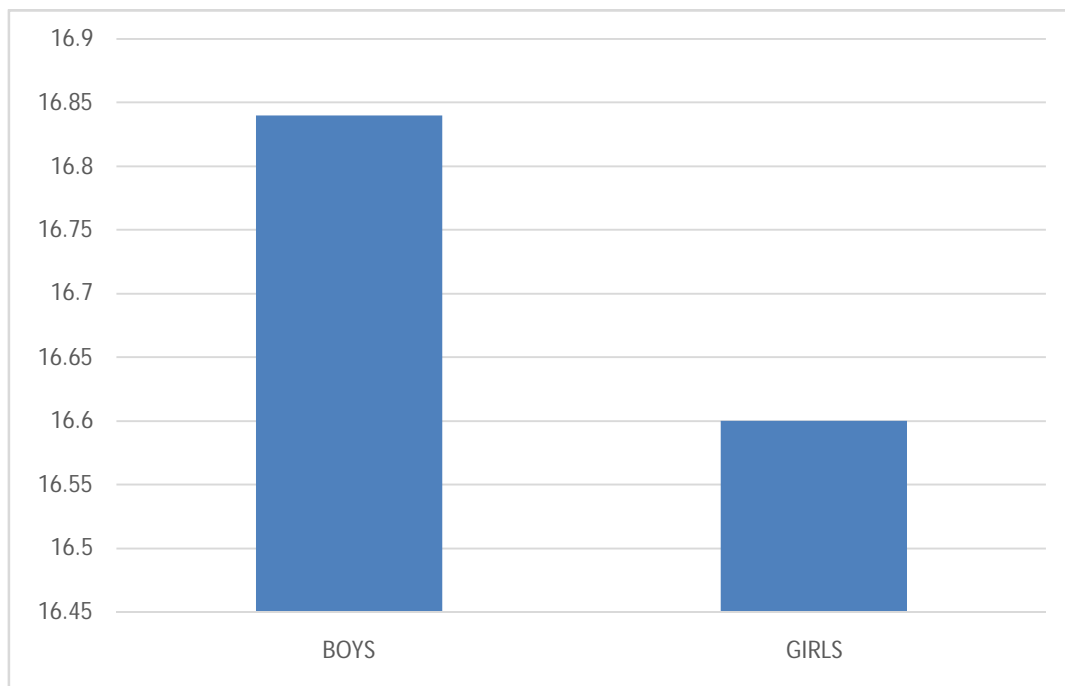
SR. NO	GROUP	N	df	mean	S.D.	T-ratio
1	boys	100	99	16.84	2.214	3.046*S
2	girls	100	99	16.6	2.015	

*significant at 0.01 level

At .05 level of significance = 1.96

At 0.01 level of significance = 2.58

FIG-3



BAR DIAGRAM SHOWING MEANS OF MOTIVATIONAL BELIEFS AND ACADEMIC ACHIEVEMENTS OF BOYS AND GIRLS.

RESULT

It is observed from the table and the bar diagram that mean difference between motivational beliefs & academic achievements scores of girls and boys is 16 .6 and 16.84 respectively and difference between standard deviation is 2.015 and 2.214 respectively. The t-value was recorded as 3.046.

MAIN FINDINGS ARE:-

- It can be observed that there is no significant difference between two mean scores. Thus, the hypothesis that there exist no significant difference between the motivation beliefs of girls and boys is retained.

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- Regarding the difference in academic achievement of scores of girl and boy students show that there is no significant difference in academic achievement scores of the two groups.
- T-value of motivational beliefs & academic achievement is significant which shows that there is significant difference in the motivational beliefs & academic achievements of boys and girls.

EDUCATIONAL IMPLICATIONS

The teachers in the class rooms are confronted with the development of potentialities and academic abilities of the students'. They are suppose to arouse curiosity and interest in the children. The students come from different socio - economic status. They differ themselves in their academic achievement in respect to motivation.

The teacher has to motivate them fully, so that each student can achieve the maximum according to his /her capacity. The teacher is also a guide and he is to help the student in selection of various courses of study. The teacher also improves the academic motivation of the students. If the teacher has got sound knowledge of academic motivation it would be possible for him to guide the students in a better way.

X. CONCLUSION

The teacher is also a guide and he is to help the student in the selection of various courses of study. The teacher also improves the academic motivation of the students. If the teacher has got sound knowledge of academic motivation it would be possible for him to guide the students in a better way. The teacher can use audio visual aids to make the lessons interesting. When the lesson is interesting they can learn the things very easily. So the findings of could go a long way in revolutionizing the teaching method in general arid the socialized techniques in particular for the Indians schools.

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