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Motivational Beliefs of Distant Learners of Higher Education of District S.A.S. Nagar, Mohali

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ABSTRACT: The study investigated the motivational beliefs distant learners of higher education in S.A.S. Nagar, Mohali. The sample consists of 100 graduate students (50 male, and 50 female) re-enrolled in different academic concerned streams. The study was based on (MSLQ) by Pintrich and Garcia (1991) of Michigan university. The data revealed that the distant learners of higher educational students have different motivational beliefs. The result indicated that: There will be no significant difference between the motivation beliefs of male and female graduate of distant learners of higher education.

KEYWORDS: Motivational beliefs, Higher education, Distant Learners.

I. INTRODUCTION

Distant education has been successful at providing access to individuals in various situations. But increasingly educators realize the need to address issues of quality. Quality is an important concern because distant education is substantially different from the traditional classroom. The teaching environment is one in which distant education instructors often must adapt teaching styles, develop an understanding of the delivery technology, and function effectively as a skilled facilitator and content provider (Willis,1995a). Learning at a distant is fraught with unique challenge. Distant education students are often older and are coordinating various job and family commitment with their learning opportunities (Miller,1995;Willis,1995b).in addition, students at a distant usually have limited interaction because of geographic isolation from the instructor and other students (Miller, 1995; Willis, 1995a)

These distinctive differences in the distant environment have prompted faculty improvement workshop to information to help educators conquer the technology, but are opportunities available to assist students in succeeding in the distant environment?" in recent years ,faculty development strategies have taken a different approach by addressing instructional improvement through skill development, enhancing support service, and ensuring that institutional reward structures reflect the rigorous challenges confronting the effective distant educator" (Willis,1993,p.279), Olgren (1998) claims that these faculty programs often emphasize teaching strategies and assume that good teaching will produce good learning.

II. IMPORTANCE OF DISTANCE EDUCATION

1. People who are unable to join a regular college due to their engagement in various activities.
2. People who do not get admission in regular colleges or universities due to limited number of seats.
3. People who live in remote areas where there is no institution of higher education .

BENEFITS OF DISTANCE EDUCATION: It is a flexible system of education which is free from time or place restriction. Self learning is considered the best learning. Distance educations provide this opportunity. Those who live

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in very remote area of the country can easily benefit from this system of education. It can also help in achieving the objectives of universalization of procedures. Distance education can introduce new courses to learner.

LIMITATIONS OF DISTANCE EDUCATION: Complicated science subjects cannot be taught through distance education. There is least chance of practical's here. Lack of required number of study centers' an increase the problem of learners. Feedback procedure is also very weak here. No direct interaction between the teacher and taught is seen here.

CONCEPT OF MOTIVATION: Motivation is that force which impels individual's actions, determines the individuals's direction of actions and his rate of actions. When the individual gets any motives, he experiences a attention and disequilibrium and becomes restless. His activities are then initiated. The individuals feel a push to behave in a certain directions.

TYPES OF MOTIVATION: INTRINSIC MOTIVATION

It is directly linked with the natural instincts, urges and impulses of the organism. The individual, who is intrinsically or naturally motivated, performs because he finds interest within the activity. He is engaged in learning something because he derives pleasure within the learning of that thing. The activity carries its own rewards and the individual takes genuine interest goals.

EXTRINSIC MOTIVATION

It is the source of pleasure does not the within the task. Such kind of motivation has no functional relationship to the task. He/she the individual does or learn something not for its own sake ,but as a means of obtaining desired goals or getting some external reward, working for a better grade or honour, learning a skill to earn the livelihood receiving praise and blame, rewards and punishment etc. all belong to this category.

III. NEED OF THE STUDY

Learning strategy is an important aspect of student learning and academic performance in classroom context. Although researches on students motivation beliefs have been conducted by different researchers in context of distant education and traditional based education. No systematic and substantial efforts have been made by the researchers to explore the differences in motivational components. Thus, the present study is a humble Endeavour in this direction. The outcome of this present study will not only stimulate the future researchers, will add to the corpus of knowledge in the concerning field by undertaking the similar researchers but will also itself contribute directly in adding to existing knowledge on the issue of motivation case of distance education programme.

IV. STATEMENT OF THE PROBLEM

A STUDY OF MOTIVATIONAL BELIEFS OF DISTANT LEARNERS OF HIGHER EDUCATION A STUDY OF DISTRICT S.A.S.MOHALI, PUNJAB.

OBJECTIVES OF THE STUDY

1. To study motivation belief of graduate male distant learners of higher education.
2. To study the motivation beliefs of graduate female distant learners of higher education.
3. To compare the motivation beliefs of male and female graduate distant learners of higher education.

HYPOTHESIS OF THE STUDY: There will be no significant difference between the motivation beliefs of male and female graduate of distant learners of higher education.

DELIMITATIONS: Only dist. Mohali constitutes that universe of distant learners for conduct of the present study.

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V.METHODOLOGY

SAMPLE

There were 100 graduate students enrolled in different academic courses. There were 50 male and 50 female students of higher education.

LIST OF COLLEGES

1. Govt. College Mohali.
2. Rattan college of education
3. Ambika college of education
4. Divya Shiksha Gurukul College of Education.

SAMPLING TECHNIQUE: Here the researcher used the random sampling technique. It is one in which each element of the population has an equal and independent chance of being included in the sample.

TOOL: Motivational beliefs inventory by Pintrich and Garcia etc..

RELIABILITY AND VALIDITY: Retest-test reliability coefficients were worked out by administrating the final draft motivation belief inventory on a sample of 50 post graduate students twice were worked out.

The result are summarily presented in table
Reliability Of Motivational Beliefs inventory N= 50

Sr. no.	SUB SCALE	RELIABILITY COEFFICIENT(R)	
		TEST-RETEST	CRONBACHA
	MOTIVATION		
1	INTRINSIC GOAL OF ORIENTATION	.78	0.68
2	EXTRINSIC GOAL ORIENTATION	0.84	0.72
3	TASK VALUE	0.88	0.81
4	CONTROL OF LEARNING BELIEFS	0.81	0.78
5	SELF-EFFICIENCY	0.86	0.81
6	TEST-ANXIETY	0.79	0.82

STATISTICAL TECHNIQUE:

Researcher was used mean and t-ratio for the analysis of data

ANALYSIS AND INTERPRETATION

TABLE -1
MEANS OF MOTIVATIONAL BELEIFS OF MALE DISTANT LEARNERS

Sr. No.	Motivational Belief	Range Of Score	Means
1	Intrinsic goal of orientation	1-7	4.23
2	Extrinsic goal orientation	2-6	3.74
3	Task vale	1-6	3.81
4	Control of learning beliefs	2-7	4.46
5	Self-efficiency	2-7	4.22
6	Test-Anxiety	1-4	3.08

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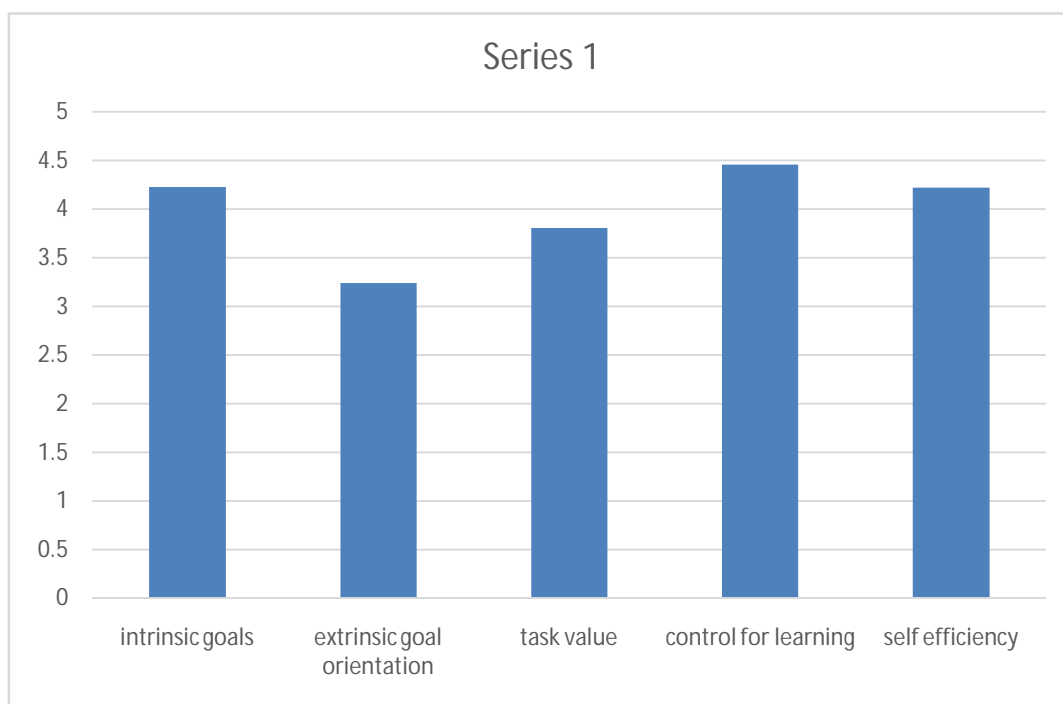
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MOTIVATIONAL BELIEFS AMONG MALE GRADUATE DISTANT LEARNERS

Fig-1



The table shows that the male distant learners have mean scores of 4.23, 3.74, 3.81, 4.46 and 3.08 on intrinsic, extrinsic goal orientation, task, control of learning beliefs, self-efficiency for learning performance and test anxiety components of motivation respectively. While looking into the range of mean scores on a scale of 1-7 in case of each of the motivational beliefs it may be inferred that:

The male distant learner have moderate level of positive aspects of motivation, namely, goals orientation, task value, control of learning beliefs and self efficiency and performance and comparatively low level negative in the set of motivational beliefs.

TABLE 2
MEANS OF MOTIVATIONAL BELIEFS AMONG FEMALE GRADUATE DISTANT LEARNER

Sr. No.	Motivational Belief	Range Of Score	Means
1	Intrinsic goal of orientation	2-7	4.09
2	Extrinsic goal orientation	2-6	4.61
3	Task value	1-6	3.88
4	Control of learning beliefs	1-7	3.92
5	Self-efficiency	2-6	4.39
6	Test-Anxiety	1-6	4.52

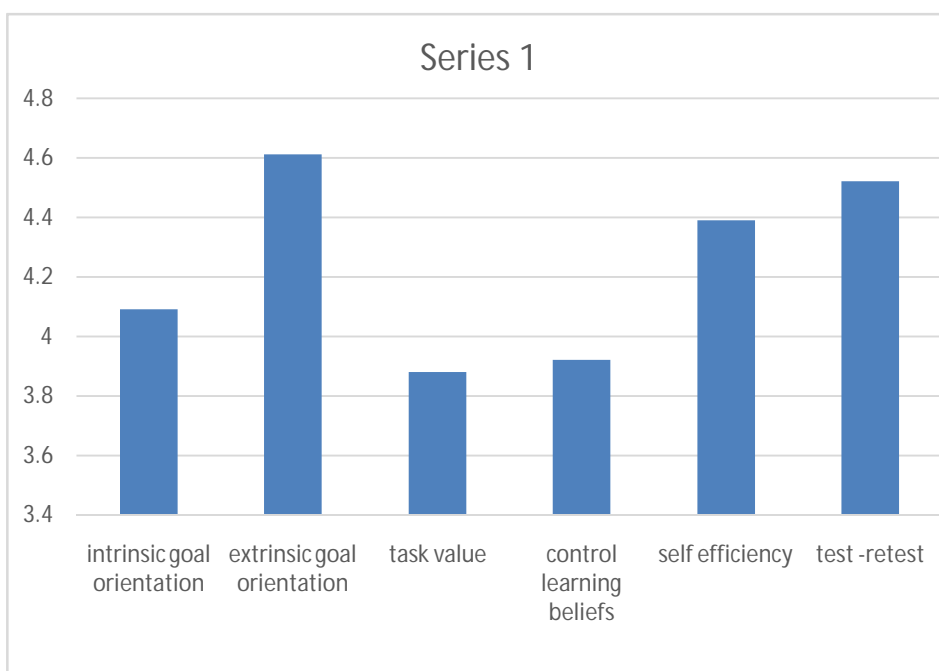
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MEANS OF MOTIVATIONAL BELIEFS AMONG FEMALE GRADUATE DISTANT LEARNER



This table shows that female distant learner have mean score of 3.08,4.22,3.81,4.23,3.74 on intrinsic ,extrinsic goal orientation, task value, control of learning beliefs , self -efficiency for learning and performance and test anxiety components of motivation respectively. While looking into the range of mean scores on a scale of 1-7 in case of each of the motivational beliefs it may be inferred that:

The female distant learner have moderate level of positive aspects of motivation, namely ,goals orientation ,task vale ,control of learning beliefs and self efficiency and performance and comparatively low level negative in the set of motivational beliefs.

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