

A COMPARISON OF MOTIVATION LEVEL OF POST GRADUATE STUDENTS AT UNIVERSITY OF SINDH JAMSHORO

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ABSTRACT

This research investigates the A Comparison of Motivation Level of Post Graduate Students in Different Departments at University of Sindh Jamshoro. Data were collected The population consisted of all student teachers at post graduate level in the Institute of Education and Research, University of Sindh-Jamshoro Pakistan. Random sampling technique was used to select sample of the study. Sample of this study comprises of both male and female student teachers of the various departments of University of Sindh-Jamshoro. Departments included in the sample were also selected randomly. The data was collected from 160 morning and evening students of Masters in Educational Research and Assessment (MERA), Masters in Education (M.Ed.), Masters in Science Education (MS.Ed.), and Masters in Technology Education (MTE) programs. It was revealed that Mostly students are motivated because teaching provides them an opportunity to impart knowledge and to be a positive role model for children. It also offers an opportunity for career development and can easily lead a teacher to other careers too. Some people are motivated because they think teaching is a good job for them as it gives an immediate feed back about the effectiveness of performance.

Keywords: *Comparison, Motivation Level, Post Graduate, University of Sindh*

INTRODUCTION

Human life is full of tasks and sub tasks .we have to do work to fulfill our task of life whether we are willing or not. The work which is done with full passion and dedication has great worth. As life is the name of duties performance to make it peaceful and prosperous. Motivation is the inspiration of a person to do any task .it can be define as the driving force that initiate and drives an individual's behavior Motivation can be defined in a variety of ways. Motivation towards better performance depends on the satisfaction of needs for responsibility, achievement, recognition and growth. Being student teacher must feel the desire to teach. They need to be motivated and committed to their work to bring out awareness and quality in teacher, teacher education programs have been introduced in almost all countries of the world .teacher education refers to the policies and procedures design equip teacher with knowledge, attitude, behaviors and skills they require to perform their task effectively in the school and classroom. There are variety of teacher education programs like elementary education, secondary education, early childhood education, educational Research and evaluation, sciences education, M.Ed and B.Ed etc. All the student teacher of different program have different motivational level which effect on student teacher learning and their passion towards their profession because a motivation have a grate impact on a person. teacher education is often divided in to three activities: initial teacher training/education (a pre –service course before entering the classroom as a fully responsible teacher); induction (the process of providing training and support during the first few years of teaching or the first year in the particular school); and teacher development and continuing professional development (CPD) (an in service process of practicing teachers).

Initially teacher education may be organized according to two basic models. In the ‘consecutive’ model ,a teacher first obtains a qualification(often a first university degree),and the studies for the further periods period to gain an additional qualification in teaching;(in some system this takes the form of post graduate degree,

possibly even a master).the alternative is where a student simultaneously studies both an academic subject and the ways of teaching that subject., leading to a qualification as a teacher of the subject .so the researcher decide to research the motivation level of the student teacher studying in different departments at post graduate level in teacher education. The research literature demonstrates that while not everyone is similarly motivated to teach, there are some motivations commonly expressed by those considering a career in teaching. Some of the common motives for the teaching are as follows:

- (a) a 'calling': having always wanted to teach (Dinham & Scott, 2000; Gordon 1993; Hart & Murphy, 1990; Stiegelbauer, 1992; Whately, 1998; Yong, 1999);
- (b) students: a 'love' of children, a desire to work with children or adolescents, previous involvement with children, or for the benefit of children (Allard, Bransgrove, Cooper, Duncan & MacMillan, 1995; Ferrell & Daniel, 1993; Gordon 1993; Hart & Murphy, 1990; Serow, Eaker & Forrest, 1994; Stiegelbauer, 1992; Weiner, Swearingen, Pagano & Obi, 1993; Whately, 1998; Yong, 1995);
- (c) altruism: the perceive^ worth or value of teaching to others, to make a difference in the lives of others, to help other people, to change society or lo help a troubled profession (Allard et al, 1995; Ferrell & Daniel, 1993; Gordon 1993; Hart & Murphy, 1990; Johnson & Birkeland, 2002; O'Brien, & Schillaci, 2002; Public Agenda Online, 2000; Serow et al, 1994; Stiegelbauer, 1992; Weiner et al, 1993; Whately, 1998; Yong, 15199);
- (d) intellectual stimulation: including a love of learning, teaching, or a particular subject area (the latter more likely reported by secondary teachers), or the desire to impart knowledge (Gordon 1993; Serow, 1993; Serow et al, 1994; Stiegelbauer, 1992; Whately, 1998; Yong, 1999);
- (e) the influence of others: including family members, past teachers or members of the community (Allard et al, 1995; Ferrell & Daniel, 1993; Gordon 1993; Hart & Murphy, 1990; Serow et al, 1994; Stiegelbauer, 1992; Yong, 1995);
- (f) the perceived benefits and/or convenience of teaching; including work schedules, work hours, vacations, career security and salary (Allard et al, 1995; Ferrell & Daniel, 1993; Gordon 1993; Hart & Murphy, 1990; Serow, 1993; Weiner et al, 1993; Yong, 1999);
- (g) the nature of teaching work: especially the opportunities teaching provides for satisfying interpersonal interactions with others (Crow, Levine & Nager, 1990; Ferrell & Daniel, 1993; OECD, 2005; Weiner et al, 1993; Yong, 1999);
- (h) a desire for a career change: through dissatisfaction with a previous career, or a stressful life event such as divorce, unemployment or geographic relocation (more common in second career student teachers) (Hart & Murphy, 1990; Richardson & Watt, 2006; Serow, 1993);
- (i) the perceived relative ease of entry into initial teacher education courses, or of the job of teaching itself (Weiner et al, 1993; Yong, 1995); and/or,
- (j) the status of teaching; including the opportunities teaching provides for career or social advancement (Allard et al, 1995; Dilworth, 1991; Yong, 1999).

“Willingness of action especially in behavior” is called motivation.

“ The action of motivate ng; Something which motivates; An incentive or reason for doing something” a research rating that measures how the rational and emotional elements of a commercial affect consumer intention to consider, visit, or buy something (en.wiktionary.org/wiki/motivation).In different education institute offer different teacher education programs. In institute of education and research University of Sindh Jamshoro Jamshoro has been offering different teacher education program science 1964.Recently is offering 9 different teacher education programs Master of educational research and assessment’ Master of Sciences education’ Master of Secondary education ‘Master of Elementary education’ Master of Technical education’ Master of English linguistics’Mater of Business education’ Master of early child education’ Master of Islamic education’ Master in education(M.Ed).

According to different teacher education program students have different motivation level for their learning and profession.

OBJECTIVE OF THE STUDY

The objectives of this study were to

- 1: Find the difference of opinion among male & female student teacher about motivation.
- 2: Find out the effect of teacher education program on motivation of student teacher.
- 3: Indicate factors which effect motivation.
- 4: Find out effect of teacher education on retention and self efficacy.
- 5: Suggest a remedial program to effect motivation positively.
- 6: Understand reasons why people want to enter teaching or what motivates them to teach.
- 7: Compare student teacher's motivation level to their teaching profession.

METHODOLOGY

The study was survey type; and was conducted to know the factors of motivation among student teachers at post graduate level.

Population and Sample

The population consisted of all student teachers at post graduate level in the Institute of Education and Research, University of Sindh Jamshoro Jamshoro Pakistan. Random sampling technique was used to select sample of the study. Sample of this study comprises of both male and female student teachers of the Institute of Education and Research, University of Sindh Jamshoro for the purpose. Departments included in the sample were also selected randomly. The data was collected from 160 morning and evening students of Masters in Educational Research and Assessment (MERA), Masters in Education (M.Ed.), Masters in Science Education (MS.Ed.), and Masters in Technology Education (MTE) programs.

Instrument & Data analysis:

The research tool was borrowed from SINCLAIR University, Sydney, Australia. The tool consists of 5 parts. Part A is designed to find out the background and demographical information of the respondents. Originally part B contains 78 questions to know the motivation level of the participants. But the researchers excluded last two open ended questions. Part C originally consists of 26 questions but the researchers excluded the last open ended question. Part D consists of 8 questions and is related to the commitment of the student teachers but the researchers skipped this part as it was not the objective of the study. Part E consists of 88 questions, out of which last 3 open ended questions were not used by the researchers. But in this study the research only focus on part b which consists of question related to Motivation to check out and compare the motivation level of student teacher at postgraduate level.

The data was analyzed by spss software. Frequencies, histogram, independent sample t-test and item reliability was check out for findings and conclusion. For more advanced work, the data for each of the Australian scales is to be factor analysed to see if the scales are suitable for a Pakistani sample. If the scales prove unsuited to the change in culture, then specific Pakistani motivation measures should be set up and used locally. Later, the scales could be extended to use in other Islamic countries

Table-1: Independent Sample T-Test (Gender)

	gender	N	Mean	Std. Deviation	Sig.
TOTAL_EXTRINSIC	female	141	130.82	6.513	.340
	male	19	132.05	6.924	
TOTAL_INTRINSIC	female	141	102.68	12.942	.989
	male	19	100.00	13.622	

Table-2: Reliability Analysis

Level	N of Items	Cronbach's Alpha Reliability	Mean
EXTRINSIC	35	.722	3.354
INTRINSIC	40	.170	3.013

Clearly, the intrinsic motivation measure is not valid in Pakistan, so all your comparisons using it will be in error. (A minimum Alpha reliability of 0.70 is needed and the items have to form a single factor)

Table-3:

The next table should show the means and standard deviations for the three different Masters' courses.

One way ANOVA (Department)

Dependent Variable	(I) department	(J) department	Mean Difference (I-J)	Std. Error	Sig.
TOTAL Extrinsic	MSED	MERA	.591	1.756	.987
		MTE	.348	1.647	.997
		M.ED	.457	1.689	.993
	MERA	MSED	-.591	1.756	.987
		MTE	-.243	1.411	.998
		M.ED	-.135	1.460	1.000
	MTE	MSED	-.348	1.647	.997
		MERA	.243	1.411	.998
		M.ED	.109	1.327	1.000
	M.ED	MSED	-.457	1.689	.993
		MERA	.135	1.460	1.000
		MTE	-.109	1.327	1.000
TOTAL INTRINSIC	MSED	MERA	.954	3.484	.993
		MTE	1.281	3.267	.979
		M.ED	1.761	3.351	.953
	MERA	MSED	-.954	3.484	.993
		MTE	.327	2.800	.999
		M.ED	.807	2.898	.992
	MTE	MSED	-1.281	3.267	.979
		MERA	-.327	2.800	.999
		M.ED	.480	2.633	.998
	M.ED	MSED	-1.761	3.351	.953
		MERA	-.807	2.898	.992
		MTE	-.480	2.633	.998

FINDINGS AND CONCLUSION

The statistical analysis shows the results that Student of MERA, MTE AND AT 3RD MSED student's teacher is more motivated for teaching than other program's student. Females are more than males in ratio which shows the interest level of male toward teacher education and female are extrinsically motivated for teaching because they thought . Your tables show no significant differences, which means that the motivation (extrinsic) of males is the same as females and the students on all three courses have similar motivation (extrinsic).

- It is any easy job for women
- Teaching gives an opportunity to be in authority
- They like being the centre of attention in a room of people
- Teaching also gives an opportunity for leadership
- A salary packages are the extrinsic factor which motivate student teacher towards their profession.

Mostly students are motivated because teaching provides them an opportunity to impart knowledge and to be a positive role model for children. It also offers an opportunity for career development and can easily lead a teacher to other careers too. Some people are motivated because they think teaching is a good job for them as it gives an immediate feed back about the effectiveness of performance. Many people are extrinsically motivated because they think that it's a competent field it provides an opportunity to balance a professional and personal life. Some are motivated because of others influence about teaching it's a good career by divers nature.

The common thing in 2 programs is that there are practical and some different courses from other programs. Research is quit tough but its also new in Pakistan which create interest in student and students become more curious about their work.

So' over all according to research to being a motivated teacher teaching is the best profession.

DISCURSION

When interpreting research in education, cultural differences have tended to be ignored. For instance concepts such as motivation, rote-learning and creativity are addressed in quite different terms in the learning of Western and Eastern societies (Watkins, 2000; Dim mock, 2002). Dim mock (2000, p. 41) also refers to the ethnocentric bias in much research and the tacit assumption that the outcomes are universal. The sociological research of Stewart *et al* (2000) in Pakistan used a foreign self-esteem scale. The researchers found that the Pakistani factor analysis did not fit the pattern of the scale's previous usage, which demonstrates the necessity of rigorously testing scales developed in different cultural and educational contexts (Van Ransburg *et al*, 1999; Pell and Manganye, 2007). In this study some factors found which Motivate students towards teacher education. These factors are extrinsic motivation factors which motivate student towards their profession.

SUGGESTIONS

Following are the suggestions for improvement

- Institute should provide such environment to the student teacher to be more motivated towards their profession.
- Higher Education commission should financially facilitate the institute to fulfill its goals.
- Teacher training program should be design in this way ,so that the male student also be motivated for this profession.

Its also suggested that there is need to do further work on this study to find the factors which Motivate students who came by chance in teacher education. In 2007 studies conduct by students at University of Sindh Jamshoro which shows the results that students prefer teacher education at 11th Level. Mostly students come in this field without any intrest. according to a famous writer "the people who can't do any thing become a TEACHER".

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