



Inclusive Knowledge through IGNOU's Programme as Motivational Factors for Distance Learners

DR. MANVEER SINGH

Asso. Professor, Dept. of Teacher Education,
N.M.S.N. Das (P.G.) College, Budaun

Dr. Bhanu Pratap Singh

Regional Director (I/c), (Ph.D. in Education)
IGNOU Regional Centre, Aligarh,

Abstract:

Open and Distance Education System (ODES) has emerged as an important and vital approach in education in ensuring access of higher education to all people. It is the effective way of teaching-learning process and day-by-day every section of the society is taking interest to join and getting benefits. The uniqueness of Open and Distance Education System (ODES) is the flexibility of teaching and reaching to the students. It has enhanced the access of open universities and facilitated in extending the educational opportunities to rural and remote places. It increases the learners' concentration in the learning process. The IGNOU is fulfilling the educational needs of deprived sections of the society and fulfilling the dreams of quality education. The slogan for the Open and Distance System is very pertinent to mention here: Har Ghar IGNOU, Ghar Ghar IGNOU: Education at your doorsteps for the inclusive knowledge development of all the sections in the country.

Keywords: *Distance Learners, IGNOU, Inclusive Knowledge, ODES*

1. Introduction

Open and Distance Education (ODE) has emerged as an important and vital approach in education in ensuring access of higher education to all people. The uniqueness of ODE is the flexibility of teaching and reaching to the students. It has enhanced the access of open universities and extended the educational opportunities to rural and remote places. Now there are 1 National Open University, 14 State Open University and 300 Dual Mode Institution of Open and Distance Education are catering the needs of the society and playing an important role in ensuring access of higher education to all at national and international level with 1300 Open and Distance Education Institutions of different types and sizes located in 127 countries. The number of distance learners is approximately 100 million at the higher education level. It is expected to reach 120 million by 2025 A.D. (Dhanarajan 1996). In India the IGNOU is fulfilling the educational needs of deprived sections of the society and fulfilling the dreams of quality education.

2. Review of related literature

Dikshit (2003). mentioned in his study about Growth of Open and Flexible Learning in India: Emerging Challenges and Prospectus and pointed out that ODL system is new, pragmatic and dynamic. Murthy, C.R.K. (2004). Programmes for Professional Development in Distance Education: Perceptions and Views of International students revealed the Face-to-face counseling is extremely useful to the learners on various counts of academic and administrative activities of their programmes. Ojo, D. O. and Olakulehin, F. K. (2006). Attitudes and Perceptions of Students to Open and Distance Learning in Nigeria find that most students held positive perceptions and attitudes towards ODL. The 120 students who responded to this survey indicated their interest in the unique features that make-up ODL institutions, such as open

access, opportunity for flexible learning, provision of quality learning materials, the use of multi-media and ICTs, etc. Tripathi, P. and Fauzdar, B. I. (2007). studied on Learner Perceptions of Continuous Assessment in the Bachelor Degree Programme of IGNOU, the findings of the study indicated that continuous assessment is the has a key role in ODL settings in promoting regular study and enhancing learning of distantly placed learners. Gogoi, Manashee & Hazarika, Mukut (2009). find out the Awareness and Attitude of the College Students towards Open and Distance Learning. The findings of the study indicated that there are significant difference of the college students toward Open and Distance Learning and awareness of people and a healthy attitude can ensure the equity, access and quality in and through ODE system.

3. Significance of the Study

Based on survey of related literature, this is the most important case for significantly recognizing and strengthening the Open and Distance Education in our country. it is the need of today to provide education to all persons for building capacity as "Well Human Capital" for growth and development of the nation. It is essential that Distance Learners are instructed, helped and trained to take up the access and use of Open and Distance Education to their effective participating. This study arouses keen interest in the Researcher as being part of the IGNOU. The present study, therefore, be more authentic and realistic in its findings, conclusions and suggestion. Also, it is being helpful to the society to make aware about Open and Distance Education, its programme and its functioning.

4. Objectives of the Study

1. To study the motivational factors towards Open and Distance Education of male learners.
2. To study the motivational factors towards Open and Distance Education of female learners.
3. To study the motivational area-wise factors towards Open and Distance Education of learners.
4. To study discipline-wise motivational factors towards Open and Distance Education of learners.

5. Hypothesis of the Study

- Ho₁:** There are no motivational factors towards the Open and Distance Education of male learners.
Ho₂: There are no motivational factors towards the Open and Distance Education of female learners.
Ho₃: There is no difference in motivational factors towards the Open and Distance Education of area-wise (rural/urban) learners.
Ho₄: There is no difference in motivational factors towards the Open and Distance Education of discipline-wise (Science/Arts) learners.

6. Research Methodology

6.1 Sampling

In the present study random sampling method has been used. The sample of study has been consisting of learners registered at Study Centres under the jurisdiction of Indira Gandhi National Open University, Regional Centre, Jaipur, Rajasthan and due to time & resource constraints investigator has randomly chosen 350 students for study at the time of convocation and during the visit of students at Regional Centre, Jaipur, Rajasthan.

6.2 Tool

The self made questionnaire on General Information and Attitude of Learners towards motivational factors in Open and Distance Education containing 10 questions in total has been being developed. The test items was based on rating scale of five point i.e. Strongly-agree, Agree, Disagree, Strongly - disagree, Neutral. The t value at significance level 0.01 is 2.58 and at significance level 0.05 is 1.96.

6.3 Statistical Techniques

Mean value, Standard Deviation (S.D) and 'T' value with graphical representation are used to as statistical techniques for analysis and interpretation.

7. Data analysis and interpretation

In the present study an attempt has been made to present the findings of the study objective wise. For its validation of hypothesis has been presented, hypothesis wise, on the basis of its conclusion has been made and presented in the study.

Objective 1: To study the motivational factors towards the Open and Distance Education in respect of male learners. Based upon the above objective, the following hypothesis has been made to collect the data.

Hypothesis 1: There are no motivational factors towards the Open and Distance Education of male learners. Based upon the above hypothesis, the data has been collected through a self-made questionnaire and analyzed. The data of 203 male learners in respect of Motivational factors which attracts the male learners to enroll in Open and Distance Education. The items indicate the motivational factors to join Open and Distance Education for Higher Education. The data collected is framed in the table and analyzed as given below:

Table: 1: (Motivational factors which attracts the male learners to enroll in ODE)

Sr	Statements	S.A	%	Avg.	%	Avg	%	D.A	%	SDA	%
1	Open and Distance Education (ODE) system of IGNOU is flexible	90	44.33	62	30.54	21	10.34	18	8.87	12	5.91
2	Learners get education at its own place in IGNOU	115	56.65	69	33.99	13	6.40	4	1.97	2	0.99
3	In IGNOU the education is Cost effective	98	48.28	59	29.06	33	16.26	8	3.94	5	2.46
4	Provision of Minimum and Maximum duration is for completion of the course in ODE system of IGNOU	141	69.46	43	21.18	16	7.88	2	0.99	1	0.49
5	Provision of Re-admission in IGNOU after expiry of maximum duration of prog.	90	44.33	58	28.57	26	12.81	18	8.87	11	5.42
6	Provision of Change of Study Centre/ Regional Centre in ODE system of IGNOU	93	45.81	65	32.02	26	12.81	13	6.40	6	2.96
7	Feedback provided on the evaluated assignment were helpful to understand the concepts in IGNOU	88	43.35	45	22.17	47	23.15	12	5.91	11	5.42

Sr	Statements	S.A	%	Avg.	%	Avg	%	D.A	%	SDA	%
8	Provision of appearing in IGNOU Term End Exam at desired exam centre in anywhere in India	137	67.49	50	24.63	8	3.94	5	2.46	3	1.48
9	Provision of result declaration within 45 days in ODE system of IGNOU	90	44.33	50	24.63	28	13.79	25	12.32	10	4.93
10	Recognition of IGNOU Degree at the National and International level	102	50.25	58	28.57	22	10.84	14	6.90	7	3.45
Average Attitude towards Motivational factors which attracts the male learners in Open and Distance Education		51.43		27.54		11.82		5.86		3.35	

The investigator has tried to examine the extent of Motivational factors which attracts them to enroll in Open and Distance Education and following observations made based on responses on Motivational factors which attract them to enroll in Open and Distance Education.

1. It is clearly shows 85.22% male learners of IGNOU were more or less agreed and only 14.78% male learners of IGNOU were found more or less disagreed that Open and Distance Education (ODE) system of IGNOU is flexible.
2. It is clearly shows 97.04% male learners of IGNOU were more or less agreed and only 02.96% male learners of IGNOU were found more or less disagreed that Learners get education in at its own place through IGNOU.
3. It is clearly shows 93.60% male learners of IGNOU were more or less agreed and only 06.40% male learners of IGNOU were found more or less disagreed that In IGNOU the education is Cost effective.
4. It is clearly shows 98.52% male learners of IGNOU were more or less agreed and only 01.48% male learners of IGNOU were found more or less disagreed that Provision of Minimum and Maximum duration is for completion of the Programme/ Courses in ODE system of IGNOU.
5. It is clearly shows 85.71% male learners of IGNOU were more or less agreed and only 14.29% male learners of IGNOU were found more or less disagreed that Provision of Re-admission in IGNOU after expiry of maximum duration of the programme.
6. It is clearly shows 90.64% male learners of IGNOU were more or less agreed and only 9.36% male learners of IGNOU were found more or less dis-agreed that Provision of Change of Study Centre/ Regional Centre in ODE system of IGNOU.
7. It is clearly shows 88.67% male learners of IGNOU were more or less agreed and only 11.33% male learners of IGNOU were found more or less disagreed that Feedback provided on the evaluated assignments were helpful to understand the concepts in IGNOU.
8. It is clearly shows 96.06% male learners of IGNOU were more or less agreed and only 03.94% male learners of IGNOU were found more or less disagreed that Provision of appearing in IGNOU Term End Examination at desired exam centre in anywhere in India.
9. It is clearly shows 82.76% male learners of IGNOU were more or less agreed and only 17.24% male learners of IGNOU were found more or less disagreed that Provision of result declaration within 45 days in ODE system of IGNOU.
10. It is clearly shows 89.66% male learners of IGNOU were more or less agreed and only 10.34% male learners of IGNOU were found more or less disagreed that Recognition of IGNOU Degree/ Certificate/Diploma at the National and International level.

As per data, the male learners of IGNOU are having positive attitude towards Open and Distance of IGNOU and they enroll them to get higher education through IGNOU. On an average 51.43% male learners of IGNOU strongly agreed, 27.54% male learners of IGNOU agreed, 11.82 were average, 05.86 were dis-agreed and 03.35 male learners of IGNOU were strongly disagreed that the above 10 Motivational factors which attracted the male learners to enroll in IGNOU programme. It is clearly shows on an average 90.79% male learner of IGNOU were more or less agreed and only 09.21% male learners of IGNOU were found more or less disagreed with the Motivational factors which attracts the learners to enroll in Open and Distance Education.

Objective 2: To study motivational factors towards the Open and Distance Education in respect of female learners. Based upon the above objective, the following hypothesis has been made to collect the data.

Hypothesis 2: There are no motivational factors towards the Open and Distance Education of female learners. Based upon the above hypothesis, the data has been collected through a self made questionnaire and analyzed in the following table:

From the Questionnaire, the data of 147 female learners in respect of Motivational factors which attracts the female learners to enroll in Open and Distance Education has separated. Out of 40 items of Questionnaire of Attitude towards Open & Distance Education and use of Multi-Media, total 10 items indicate the motivational factors to join Open and Distance Education for Higher Education. The data collected is framed in the table and analyzed as given below:

Table: 2: (Motivational factors which attracts the female learners to enroll in ODE)

Sr	Statements	S.A	%	Avg.	%	Avg	%	D.A	%	SDA	%
1	Open and Distance Education (ODE) system of IGNOU is flexible	66	44.90	43	29.25	18	12.24	13	8.84	7	4.76
2	Learners get education at its own place in IGNOU	89	60.54	41	27.89	12	8.16	3	2.04	2	1.36
3	In IGNOU the education is Cost effective	77	52.38	38	25.85	19	12.93	8	5.44	5	3.40
4	Provision of Minimum and Maximum duration is for completion of the course in ODE system of IGNOU	91	61.90	32	21.77	14	9.52	7	4.76	3	2.04
5	Provision of Re-admission in IGNOU after expiry of maximum duration of programme	67	45.58	40	27.21	22	14.97	12	8.16	6	4.08
6	Provision of Change of Study Centre/ Regional Centre in ODE system of IGNOU	69	46.94	39	26.53	17	11.56	15	10.20	7	4.76

Sr	Statements	S.A	%	Avg.	%	Avg	%	D.A	%	SD A	%
7	Feedback provided on the evaluated assignment were helpful to understand the concepts in IGNOU	71	48.30	32	21.77	29	19.73	11	7.48	4	2.72
8	Provision of appearing in IGNOU Term End Exam at desired exam centre in anywhere in India	77	52.38	41	27.89	19	12.93	8	5.44	2	1.36
9	Provision of result declaration within 45 days in ODE system of IGNOU	62	42.18	41	27.89	27	18.37	10	6.80	7	4.76
10	Recognition of IGNOU Degree at the National and International level	74	50.34	48	32.65	22	14.97	2	1.36	1	0.68
Average of Attitude towards Motivational factors which attracts the female learners to enrol in Open and Distance Education			50.54	26.87		13.54		6.05		2.99	

As per the collected data through Questionnaire from 147 IGNOU female learners to know the Level of Motivational factors which attracts them to enroll in Open and Distance Education. The following observations are made based on responses on Motivational factors which attracted the female learners to IGNOU programmes through Open and Distance Education.

1. It is clearly shows 86.39% female learners of IGNOU were more or less agreed and only 13.61% female learners of IGNOU were found more or less disagreed that Open and Distance Education (ODE) system of IGNOU is flexible.
2. It is clearly shows 96.60% female learners of IGNOU were more or less agreed and only 03.40% female learners of IGNOU were found more or less disagreed that Learners get education in at its own place through IGNOU.
3. It is clearly shows 91.16% female learners of IGNOU were more or less agreed and only 08.84% female learners of IGNOU were found more or less disagreed that In IGNOU the education is Cost effective.
4. It is clearly shows 93.20% female learners of IGNOU were more or less agreed and only 06.80% female learners of IGNOU were found more or less disagreed that Provision of Minimum and Maximum duration is for completion of the Programme/ Courses in ODE system of IGNOU.
5. It is clearly shows 87.76% female learners of IGNOU were more or less agreed and only 12.24% female learners of IGNOU were found more or less dis-agreed that Provision of Re-admission in IGNOU after expiry of maximum duration of the programme.
6. It is clearly shows 85.03% female learners of IGNOU were more or less agreed and only 14.97% female learners of IGNOU were found more or less dis-agreed that Provision of Change of Study Centre/ Regional Centre in ODE system of IGNOU.

7. It is clearly shows 89.80% female learners of IGNOU were more or less agreed and only 10.20% female learners of IGNOU were found more or less disagreed that Feedback provided on the evaluated assignments were helpful to understand the concepts in IGNOU.
8. It is clearly shows 93.20% female learners of IGNOU were more or less agreed and only 06.80% female learners of IGNOU were found more or less disagreed that Provision of appearing in IGNOU Term End Examination at desired exam centre in anywhere in India.
9. It is clearly shows 88.44% female learners of IGNOU were more or less agreed and only 11.56% female learners of IGNOU were found more or less dis-agreed that Provision of result declaration within 45 days in ODE system of IGNOU.
10. It is clearly shows 97.96% female learners of IGNOU were more or less agreed and only 02.04% female learners of IGNOU were found more or less disagreed that Recognition of IGNOU Degree/Certificate/Diploma at the National and International level.

In this study the opinion of the researcher is that the female learners of IGNOU are having positive attitude towards Open and Distance of IGNOU and they enroll them to get higher education through IGNOU. On an average 50.54% female learners of IGNOU strongly agreed, 26.87% female learners of IGNOU agreed, 13.54% were average 06.05 were dis-agreed and 02.99 were strongly dis-agreed that the above 10 Motivational factors which attracted the female learners to enroll in IGNOU programme. It is clearly shows on an average 90.95% female learner of IGNOU were more or less agreed and only 09.05% female learners of IGNOU were found more or less disagreed with the Motivational factors which attracts the female learners to enroll in Open and Distance Education.

Objective 3: To study motivational factors towards the Open and Distance Education of area-wise (rural/urban) learners. Based upon the above objective, the following hypothesis has been made to collect the data.

Hypothesis 3: There is no difference in motivational factors towards the Open and Distance Education of area-wise (rural/urban) learners. The data of Rural and urban learners in respect of Motivational factors which attracts the learners to enroll in Open and Distance Education has separated. Based upon the above hypothesis, the data has been collected through a self made questionnaire and framed in the table and analyzed as given below:

Table: 3: (Area- wise (rural/urban) learners Attitude towards motivational factors of ODE)

S.N.	Gender	No. of learner	Mean	SD	T Value	Significance
1	Rural	153	37.47	6.72	1.66	No Significant
2	Urban	197	36.29	6.23		

A study of the above table shows that the mean values of rural & urban Learners attitude towards motivational factors of Open and Distance Education are 37.47 & 36.29, and SD Values is 6.72 & 6.23 respectively. On the basis of mean value of rural and urban Learners attitude towards motivational factors of Open and Distance Education, it is found that rural learners have more positive attitude in comparison to urban Learners towards motivational factors of Open and Distance Education. The 't' value was found to be 1.66, which is not significant at 0.01 & 0.05 levels and hence the null hypothesis could be accepted. Thus, it can be concluded that there exists no significant difference between the rural & urban Learners as far as their attitude towards motivational factors of Open and Distance Education. As per data, the rural learners are having more positive attitude towards motivational factors of Open and Distance Education due to having more interest as first choice because of their parental/Agricultural jobs. Whereas the urban learner shows comparatively less positive attitude towards motivational factors of Distance Education, because of their comparatively having more conventional options to get higher education.

Objective 4: To study discipline-wise motivational factors towards the Open and Distance Education of learners. Based upon the above objective, the following hypothesis has been made to collect the data.

Hypothesis 4: There is no difference in motivational factors towards the Open and Distance Education of discipline-wise (Science/Arts) learners. The data of Science/Arts stream learners in respect of Motivational factors which attract the learners to enroll in Open and Distance Education has separated. Based upon the above hypothesis, the data has been collected through a self made questionnaire and framed in the table and analyzed as given below:

Table: 4: (Discipline-wise (Science/Arts) learners Attitude towards motivational factors of ODE)

S.N.	Discipline	No. of learner	Mean	SD	T Value	Significance
1	Science	161	35.39	6.69	2.64	Significant at both 0.01 & 0.05 levels
2	Arts	189	37.21	6.17		

A study of the above table shows that the mean values of Science and Arts stream Learners attitude towards motivational factors of Open and Distance Education are 35.39 & 37.21, and SD Values is 6.69 & 6.17 respectively. On the basis of mean value of Science and Arts stream Learners attitude towards motivational factors of Open and Distance Education, it is found that Arts stream learners have more positive attitude in comparison to Science stream Learners towards motivational factors of Open and Distance Education. The 't' value was found to be 2.64, which is significant at both 0.01 & 0.05 levels and hence the null hypothesis could be rejected. Thus, it can be concluded that there exists significant difference between the Science and Arts stream Learners as far as their attitude towards motivational factors of Open and Distance Education is concerned. In the opinion of researcher, the Arts stream learners are having more positive attitude due to having more variety of courses and programmes through open and distance education. Whereas the Science stream learners have limited courses through open and distance education, therefore Science stream learners shows less positive attitude towards motivational factors of Open and Distance Education.

Conclusion

Through this painstaking Research Survey the Investigators have concluded that IGNOU is fulfilling the purpose of their establishment. The study clearly shows that on an average 90.79% male learner of IGNOU were more or less agreed and only 09.21% male learners of IGNOU were found more or less disagreed with the Motivational factors which attracts the learners to enroll in Open and Distance Education. On an average 90.95% female learner of IGNOU were more or less agreed and only 09.05% female learners of IGNOU were found more or less disagreed with the Motivational factors which attracts the female learners to enroll in Open and Distance Education. The rural learners are having more positive attitude towards motivational factors of Open and Distance Education due to having more interest as first choice because of their parental/Agricultural jobs. The urban learner shows comparatively less positive attitude towards motivational factors of Open and Distance Education because of their comparatively having more conventional options to get higher education. The Arts stream learners are having more positive attitude due to having more variety of courses and programmes through open and distance education for them. The Science stream learners have limited courses through open and distance education, therefore Science stream learners shows less positive attitude towards motivational factors of Open and Distance Education. Thus, we conclude that the IGNOU is playing a vital role in fulfilling the dreams of Society to provide quality education at the doorsteps of the learners by developing its distance education system.

References

1. CRK Murthy (2004). Programmes for professional Development in Distance Education: Perception and view of International students, IJOL, March 2003, Vol. 13, Pp 283-291, ISSN 0971-2690

2. David Olugbenga Ojo and Felix Kayode Olakulehin (2006). Attitudes and Perceptions of Students to Open and Distance Learning in Nigeria, The International Review of Research in Open and Distance Learning, Vol 7, No 1 (2006), ISSN: 1492-3831
3. Dhanarajan, G. (2013) Perspectives on open and distance learning: Open Educational Resources: An Asian perspective, ISBN 9781894975612
4. Jyotsa Dikshit, Ashok Gupta, Shashi Bhusan, Suresh Garg & Santosh panda (2003). Learning attitude motivation, preferences of online learners IJOL, 2003, 123 p.p 149-167, ISSN 0971-2690
5. Manashee Gogoi and Mukut Hazarika (2009). Awareness and attitude of the college Students towards Open and Distance Learning (Dec 2009), Journal of all India Association for Educational Research. ISSN-0970-9827.
6. Pusplata Tripathi and Bharat Inder Fozdar (2007). Learner Perceptions of Continuous Assessment in the Bachelor Degree Programme (BDP) of IGNOU. Indian Journal of Open Learning, ISSN 0971-2690, May 2007, P. 113-128
7. Santosh Panda and Sanjaya Mishra (2007). E-Learning in a Mega Open University: Faculty attitude, Barriers and Motivators. Educational Media International, Vol. 44, No. 4, December 2007, PP 323-338