

Lack of Academic Motivation in Upper-class male learners in Sitamarhi, North Bihar

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Abstract: This paper assesses educational underachievement among boys and men, analyses the evidence of contributing causes, and investigates measures taken to address the issue. This study refers to educational underachievement in three distinct ways. Initially, underachievement is characterised by insufficient participation in education, encompassing enrolment and retention; subsequently, it is marked by inadequate completion or graduation rates; finally, it is defined by subpar student learning outcomes, commonly termed “underperformance,” evaluated through international or regional large-scale student assessments in the context of Sitamarhi, Bihar, India.

Keywords: Academic Motivation, Upper Class, Male Learners, Sitamarhi, Education

Introduction

The underachievement of males is notably evident in participation and completion rates at the postsecondary education level. Nearly 75 percent of middle-income nations and 95 percent of high-income nations exhibit a lower enrolment of men than women in tertiary education, with the ratio of male graduates far behind that of female graduates. In secondary school, as nations attain more income, the underachievement of males relative to girls in educational engagement and completion often exacerbates. Nevertheless, the disparity between boys and girls diminishes once again in nations with elevated wealth levels, perhaps because of their generally high rates of secondary school enrolment. Significant disparities in reading proficiency exist between boys and girls, a fundamental ability that underpins success in other courses and subsequent grades and is a critical component of the learning poverty rate. Boys in elementary and secondary education often do worse than girls on international and national reading examinations, with their underachievement in reading frequently beginning early in their academic journey. In some nations, males exhibit underachievement across many critical subjects, such as science and mathematics. Other skill sets, such as collaborative problem solving, collaboration, and the ability to comprehend others' viewpoints, are similarly less developed among males (OECD 2017b; OECD 2020). This problem is impacting some countries much more than others, particularly middle-income nations. Occasionally, the disparities are minor, concentrated in specific regions or demographics, and in some cases, they diminish over time. However, the prevalence of this observation is significant and concerning. In several nations, the general gender disparity has been attributed to a cohort of underperforming male students who diminish the average, especially in lower-middle-income countries. It was found that poor academic performance in both boys and girls is strongly linked to being at a disadvantage, whether that disadvantage is poverty or something else like race, ethnicity, or a disability. Nonetheless, as highlighted in this paper, males often underperform

compared to girls who face comparable obstacles. We intimately link systemic and institutional racism and discrimination to overall underachievement, particularly male underachievement.

Review of Literature

This paper examines the factors contributing to educational underachievement among boys and men from three perspectives: the labour market, societal standards, and attributes of the educational process (learning and teaching). From a labour market standpoint, the motivations for men to pursue further education sometimes vary from those of women due to historical employment patterns: males may have had the opportunity to get employment without formal education. Despite recent alterations in educational returns that should encourage boys and men to pursue further degrees, it is perplexingly not the case. Other factors may be influencing this phenomenon beyond the decision-making process. When pupils lag, regardless of gender, it is difficult to regain lost ground. It is not required that boys and men undervalue the economic and social advantages of education; rather, their opportunities for entry may significantly diminish due to prior setbacks. This constitutes a compelling rationale for mitigating possible obstacles to accomplishment in the early stages of a child's development. Widespread sociocultural attitudes that undermine the significance of education for boys and men elucidate some reasons for their underachievement. Nevertheless, families and peers may convey a multitude of norms; hence, it is challenging to ascertain which norm to prioritise for reinforcement. Education systems that prioritise the distinct needs of all students, provide an inclusive school environment, and address gender stereotypes would benefit both boys and girls. Still, this doesn't mean that interventions that are specifically aimed at boys should be ignored. Instead, it is important to think about how gender and education are connected in the underperformance of boys and men, as this may help us figure out how to fix these problems. Poverty exacerbates every facet of male educational underachievement. "Financial considerations" are significant in relation to male educational underachievement (Autor and Wasserman 2013). Boys from economically disadvantaged American homes have diminished kindergarten preparedness, lower test scores, reduced graduation rates, and elevated instances of truancy, disciplinary issues, disabilities, and juvenile criminality (Autor et al. 2016). Socioeconomic determinants have always been prominent in educational attainment, with disparities between the affluent and the impoverished often surpassing those between genders. Nevertheless, a noteworthy conclusion from extensive investigation on this topic reveals that boys and men generally exhibit more sensitivity to poverty and other forms of disadvantage compared to females. Only a limited number of nations have implemented comprehensive policies or initiatives to tackle the problem of educational underachievement among boys and men. Interventions in education and labour markets have included gender-based quotas for university admissions, increasing young men's knowledge of post-graduation employment options, and advocating for technical education among boys and young men that directly correlates with labour market demands. These approaches have shown varied outcomes. There have been attempts to launch a counter-offensive against social norms by building a network of influential people in the lives of boys and men who support norms of academic success. This can be done through peer groups, clubs, or successful parenting initiatives. Alternative methodologies have highlighted the teacher's function as a significant role model in students' lives, serving as potent conduits for the transmission of norms. Interventions aimed at enhancing educational quality are essential for underperforming males and advantageous for

girls. Two significant lessons have been derived from treatments aimed at mitigating underachievement. Initially, a multifaceted strategy is necessary, including the family, community, and school. The answer cannot be located alone in a single domain. Secondly, any methodology that perceives males as a homogeneous group and proposes monolithic answers overlooks more nuanced and beneficial approaches. Male role models, the adaptation of educational experiences to boys' interests, and vocational education may hold potential; however, their efficacy necessitates consideration of the intricate interplay among labour markets, social norms, and the distinctive attributes of learning, teaching, and educational systems. The quality of education, especially instructors' capacity to inspire students, relate to their lives, and address individual skills and needs, is essential for underachieving males and equally advantageous for underachieving girls. The school community's involvement in cultivating a high-achieving, secure atmosphere that promotes learning and development should be a primary objective for every institution, irrespective of gender. Initiatives aimed at enhancing the capabilities of school leadership to cultivate a culture of self-reflection and strategic planning are closely associated with this objective. The observation that middle-income and affluent nations, which have lately expanded educational access, have significant underachievement issues among boys and men is not especially unexpected. We cannot overstate the significance of enhancing the knowledge and abilities of school leaders, teachers, and other educators to the requisite level of quality. Establishing systems to cultivate high-performing educators and school leaders—specifically, robust faculties of education in universities and teacher training colleges that emphasise professional practice alongside academic research—and to guide school communities in educating parents on effective practices for supporting their children is an ongoing endeavour. This analysis substantiates the need for sustained and coordinated initiatives to enhance the educational experience of learners, emphasising that strategies to engage and encourage underperforming students—primarily boys—are beneficial for all. This research contends that male educational underachievement is an issue warranting attention from politicians, development organisations, academics, analysts, and the public. This phenomenon is prevalent in several countries and seems to expand as lower-income nations attain more wealth. This issue significantly impacts socially disadvantaged boys and men, highlighting a considerable equality aspect. The underperformance of boys and men substantially affects the development of human capital, as shown by the human capital index (HCI). If boys did not underachieve and had the same learning-adjusted years of schooling as girls, a child's long-term annual productivity would be 1.3 percent higher, resulting in a total production increase of 13.9 percent over a decade. In the MENA region, this ratio might go as high as 33.9 percent. This research further presents a methodology for analysing underachievement among boys and men. The framework has three fundamental components: 1) labour market dynamics; 2) societal norms; and 3) educational methodologies, pedagogy, and system attributes. These three components include almost all the many variables recognised as impacting the educational results of boys and men. Finally, this paper suggests a research agenda to better understand why some men don't do well in school on a global and national level, as well as workable solutions. Further study is essential to establish successful programs and policy initiatives, including testing various methods and gaining a deeper understanding of the interdisciplinary dynamics that lead to educational underachievement among boys and men. There are three possible directions for future research: (1) in-depth analyses of whole countries; (2) thematic studies of areas that haven't been looked into much yet, like higher education and socioeconomic disadvantage; and (3) applied studies

that look at what happens when the community gets involved in school programs meant to lower dropout rates. Enhanced data collection and analysis are necessary to effectively direct responsive instruction and educational opportunities towards boys identified as being at the highest risk of academic failure and in greatest need of additional support without compromising the assistance provided to girls who also require special support. The paper advocates for a comprehensive perspective on gender, rather than seeing the educational achievements of girls/women and boys/men in isolation. This method would be beneficial at the national level, offering a comprehensive perspective on the requirements of all demographics and pinpointing effective strategies for boys, men, girls, women, and, in some instances, all children and adults.

Educational Conditions of Upper Class Learners in North Bihar

The educational conditions for the upper-class populace in North Bihar are deplorable, despite being in a revered country known as the homeland. The members of this community are affluent and enjoy every minute of their lives.

Purpose of the study

The purpose of study is to investigate the perception of upper-class children towards schooling & education, and make people aware about this important issue.

Significance of the study

This qualitative study aims to better understand circumstances, opportunities and challenges faced by perception of upper-class children towards the schooling & education.

Objectives of the study

1. To create awareness about education and also tries to raise questions to the society.
2. To examine the perception of upper-class male learners towards Education.
3. To investigate the elements that make education boring to upper class male learners.

Research Questions

1. What do upper class male learners feel about the meaning of education in North Bihar?
2. Why do upper class male learners run after the money instead of education?
3. Why do learners compare wealth with Education?

Delimitation

The study was conducted only in North Bihar. Only learners of upper class were included. Only male learners were considered.

Rationale of the study

Rationale Indian society consists of caste and class. People of this society have divided people because of it. It is a very high time to mull about education. The learners of upper class and caste do not run after education and knowledge, but they focus on other activities to get power. Researcher find the secretion of negative thoughts in their talk and activities. Nowadays, they are walking on this path. Researchers also find a lack of interest towards education. The

purpose of this research is to make people aware about it. Learners who belong to the upper class and caste think that they can do anything based on wealth, so they focus more on wealth instead of study. If we talk about the “North Bihar” children are selling liquor and making more money than their expectations. After the conversation it turned out that education is a waste of time and money according to them. The importance of study is to investigate the perception of upper-class children towards education, and make people aware about these important issues. The target audience is upper class male learners and in context to their perspective on Education and its importance. I have made this research design to make the people of Upper class aware about the meaning of Education, that Education not only provides knowledge but also teaches us lessons of Humanity. It inculcates good thoughts in human beings, which ultimately removes ill habits out of them. Education tells men how to think, how to work properly, how to make decisions, it will ultimately build a positive environment in society. Education contributes to human development, and in this way every member of society progress can take place. Education gives us employment and identity, so that the upper-class learners make out their identity by educational way, not by criminal activities. Education leads to innovations and discoveries, ultimately it provides a way to the learners for their entrepreneurial mindset. And, ultimately Education develops a meaningful outlook on life. Which is the sole purpose of this project, to provide Education as meaning making in upper class learners. As a learner, I have observed that this problem must become an ill-treated disease if not taken proper care. This transference has brought a great change in negative and adverse impact on upper class male learners. That's why I have selected this topic for detailed investigation.

Research Methodology

The present study was conducted with the aim of exploring Lack of enthusiasm towards education in upper class male learners. The study identifies what they perceive about schooling & education.

The framework of research design has been given below:

Design of the study

Since this study involves the projections of perception of upper-class male learner towards schooling and education. Therefore, the design for this study will be carried out in a qualitative framework.

Kinds of Theoretical Framework

This research is giving value to participants' ideas so it comes under post positivism paradigm. Research is subjective in nature. It is qualitative in nature.

Paradigm Of Research - Post positivism

Ontology: Critical Realism. "Real" reality but only imperfectly and probabilistically apprehendable. Person (researcher) and reality are inseparable (life-world).

Epistemology: Findings approximate truth, reality is never fully apprehended. Knowledge of the world is intentionally constituted through a person's lived experience.

Location of the study: Upper class male learners from district of Sitamarhi (North Bihar) in Nanpur block, India.

Selection of Sample: Upper class male learner.

Method of sampling: The sample for the study will be selected through judgmental/ selective, or subjective sampling technique.

Sampling tools: The tool developed for the study will be a personal interview and Questionnaire.

Data collection & Analysis

In North Bihar there are 7 districts out of which researcher has covered only one district i.e. Sitamarhi (birthplace of goddess Sita).

Population: - Sample comprises of 50 male learners from five different village of Nanpur block, which is situated in Sitamarhi district of North Bihar.

These are: -

- 1.Nanpur
- 2.Janipur
- 3.Bahera
- 4.Rasul Ganj
- 5.Lakhimpur

Researchers have covered the age group of 12 to 17 years.

Discussion & Results

Tools

Questionnaire is made by researchers to study the perception of upper-class male learners towards education. It would be important for the researcher to collect the original data and research, so that he could do systematic research. Questionnaire is consisted of 10 different items. Responses were marked on Five-point rating scale: - Strongly disagree, Disagree, neither agree nor disagree, Agree & Strongly agree, which provides perception of upper-class male learners towards education.

S.No	Item	SD	D	NA	A	SA
1.	I found Education system to be unnecessarily complex.	10%	20%	10%	20%	40%
2.	I think Education is important to me.	20%	10%	10%	30%	30%

3.	Education i.e. (Schooling) is a waste of time.	30%	20%	10%	10%	30%
4.	I thought Education system provides respect in society.	10%	10%	20%	10%	50%
5.	Only Education can make us Economical ly Independent .	10%	10%	10%	30%	40%
6.	Reservation in Education & Employment on the basis of caste can make useful in upliftment of society.	20%	10%	10%	30%	30%
7.	Education helps in eradication of poverty.	10%	10%	10%	30%	40%
8.	Education is necessary for a prosperous life.	10%	10%	10%	20%	50%
9.	Education is an effective tool for	10%	20%	10%	20%	40%

	quality of life.					
10.	After wasting lot of time About (20-24) years in the Education process, It would be better to Indulge in other activities and enjoy life.	20%	10%	10%	40%	20%

Findings

The major findings of study are that most upper-class male learners are not interested in study. Most of the learners think that education is a waste of time because they think that they are not making a single penny of rupees during the time of education. This idea came in their mind because children of their age group are making money by selling liquor bottles already banned in Bihar. They are living a lavish life in comparison to those children who go to school. Some learners do find education is quite important for them because they think that education is the only way through which they can get respect in the society. They also think that with the help of education learners can become good human beings.

Conclusion

The study brings about the perception of learners towards education. It is observed that most of the learners are not interested in study, but they are interested in making money. The study also indicates that the education system should be more interesting and fruitful so that everyone should be interested in study. Researcher also find that teachers are not properly trained, especially in government school. They are trained only on pen and paper.

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