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INTRODUCTION

REVIEW OF LITERATURE

NEED/IMPORTANCE OF THE STUDY

STATEMENT OF THE PROBLEM

OBJECTIVES

HYPOTHESES

RESEARCH METHODOLOGY

RESULTS & DISCUSSION

FINDINGS

RECOMMENDATIONS/SUGGESTIONS

CONCLUSIONS

SCOPE FOR FURTHER RESEARCH

ACKNOWLEDGMENTS

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APPENDIX/ANNEXURE

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- Bowersox, Donald J., Closs, David J., (1996), "Logistical Management." Tata McGraw, Hill, New Delhi.
- Hunker, H.L. and A.J. Wright (1963), "Factors of Industrial Location in Ohio" Ohio State University, Nigeria.

CONTRIBUTIONS TO BOOKS

- Sharma T., Kwatra, G. (2008) Effectiveness of Social Advertising: A Study of Selected Campaigns, Corporate Social Responsibility, Edited by David Crowther & Nicholas Capaldi, Ashgate Research Companion to Corporate Social Responsibility, Chapter 15, pp 287-303.

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- Schemenner, R.W., Huber, J.C. and Cook, R.L. (1987), "Geographic Differences and the Location of New Manufacturing Facilities," Journal of Urban Economics, Vol. 21, No. 1, pp. 83-104.

CONFERENCE PAPERS

- Garg, Sambhav (2011): "Business Ethics" Paper presented at the Annual International Conference for the All India Management Association, New Delhi, India, 19–22 June.

UNPUBLISHED DISSERTATIONS AND THESES

- Kumar S. (2011): "Customer Value: A Comparative Study of Rural and Urban Customers," Thesis, Kurukshetra University, Kurukshetra.

ONLINE RESOURCES

- Always indicate the date that the source was accessed, as online resources are frequently updated or removed.

WEBSITES

- Garg, Bhavet (2011): Towards a New Natural Gas Policy, Political Weekly, Viewed on January 01, 2012 http://epw.in/user/viewabstract.jsp

PERCEPTUAL MAPPING OF STUDENTS FOR ENGAGEMENT IN CLASS: AN EMPIRICAL STUDY OF STUDENT APATHY TOWARDS HIGHER EDUCATION

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ABSTRACT

The concern for shrinking attendance in class rooms in institutions of higher learning has been engaging the attention of academicians and administrators of education for a long time. A lot of published literature has created a national and international awareness of this critical issue. Hence it is the subject matter of the present research study. The area selected for the study is Dehradun and nearby areas of Uttarakhand because of the proximity and convenience of the researchers, who have knowledge of the institutions of higher learning in this part of the country. This area is fast becoming a major hub in the country for higher education. The research has brought out significant conclusions and suitable recommendations have been made for the benefit of academicians, administrators and policy makers. The authors sincerely hope this work would benefit the student and teaching community for creating a joint awareness and a problem solving attitude. Conclusions and recommendations are self explanatory.

KEYWORDS
perceptual mapping, student engagement, student apathy, motivation, intrinsic and extrinsic factors.

INTRODUCTION

While student success is important at every educational level, it gains significance during the college years because this phase often represents the last formal education many students receive before competing for work. During the college years, students develop their abilities and match them with specific needs in the labor market. For this reason, education during these years is of particular importance. However, as in other levels of their educational careers, students sometimes fail to attain adequate learning outcomes. Although motivation was identified as a fundamental aspect of learning for college students, many teachers at the college level are not trained as extensively in teaching methods and communication as are their counterparts in elementary and secondary school. College teachers must manage several tasks simultaneously. The pressure to publish, to acquire external funds (grants), to serve on a variety of committees, and to stay on top of administrative duties may compete with the desire to improve classroom impact. It has been observed in academic as well as administrative circles that there is a growing disinterest among students of higher education to attend classes. The researchers were keen to find out the status of students in India particularly in the Dehradun area of Uttarakhand which is emerging as a major hub of educational institutions for higher learning.

REVIEW OF LITERATURE

A lack of motivation to learn could be at the root of the problem. In a study by Smilkstein (1989), a group of college students were asked to list the stages of the learning process. The students developed a six-step process, with the number one step being motivation. That is, motivation was considered to be the necessary cornerstone on which the other steps follow and build. Often the emphasis for college faculty is on research rather than on presentation skills. Sheridan (1988) stated that faculty members found themselves trapped in a value system in which status is gained through scholarly productivity, and even though they might have wanted to gain satisfaction from teaching, they were unprepared for the demands. Sheridan suggested that concerns about teaching at universities were generally regarded as a second-best preoccupation of college teachers who had not been successful in research. Trice and Dey (1997) stated that a major goal of college students was to receive practical training related to specific jobs, whereas their teachers had the goal of encouraging students' broad intellectual development. Trice suggested that this gap was widening. A study by Negron-Morales (1996) reported that practices rated by faculty as frequently used were consistently those rated by students as least-used. Moreover, the expectations most mentioned by students in that study were those least mentioned by faculty. Such differences in perceptions illustrated the mismatch between students' and teachers' expectations.

These differences might be related to contrasts in learning and teaching styles. Gailbraith and Sanders (1987) reported that instructors tended to teach the way they preferred to learn, a practice which would not benefit students with learning styles differing from their teachers'. If the needs of these students were not met, such situations could result in a loss of motivation.

Result of Lack of Motivation

When college students are not motivated in a particular class, a common outcome is a lost desire to attend class, followed by frequent absences and plummeting grades. Launius (1997) suggested that class attendance at colleges was positively correlated with academic achievement. Van-Blerkom (1996), like Launius, found a significant correlation between class attendance and final grades. Davenport (1990) found that students classified as having good attendance in a class received final grades of at least A, B, or C. For students with poor attendance, there were several grades of D or F. Although college teachers could enact strict attendance policies and penalize students who failed to attend, this study was concerned with exploring what intrinsically motivates college students to continue attending class; what brings them to class because of a desire to be there, not because of external factors such as a mandated attendance policy. This study also looked at how college teachers' classroom performance can influence that motivation.

To understand how a college teacher motivates students within a class, a deeper understanding of the following questions is necessary: What is motivation? Which type of motivation is more valuable to the student: intrinsic or extrinsic motivation? Who is responsible for motivating students to continue coming to class to learn? And how does a college teacher motivate students to continue coming to class to learn?

What is Motivation?

Lumsden (1994) claimed that student motivation dealt with the students' desire to participate in the learning process and the reasons or goals underlying involvement or non-involvement in academic activities. She discussed three types of motivation: intrinsic motivation, extrinsic motivation, and motivation to learn. Intrinsically motivated students participate in an activity for enjoyment, the learning it permits, and/or the sense of accomplishment it brings. Extrinsically motivated students, on the other hand, participate in an activity only to receive a reward or to avoid punishment external to the activity itself. Grades are a prominent example of an extrinsic reward. Spaulding (1992) suggested that in extrinsic motivation it was "the goal" (i.e., high grades) not the "doing" that

explained performance, whereas it was the actual "doing" that explained the primary reason for intrinsic motivation. According to Marshall (1987), motivation to learn referred to the meaningfulness, value, and benefits of academic tasks to the learner regardless of whether or not the tasks were intrinsically interesting. Therefore, student motivation to learn might come from intrinsic or from extrinsic sources.

Intrinsic Verses Extrinsic Motivation

Both learning for the joy of learning and learning to gain an external reward are prevalent. The question that might be asked is, "Which of these sources of motivation is more valuable for student learning?" Condry and Chambers (1978) found that when confronted with complex intellectual tasks, students with greater intrinsic orientation used more logical information-gathering and decision-making strategies than did those students with an extrinsic orientation. Lepper (1988) found that extrinsically oriented students were likely to expend minimal effort for maximal reward. Research also supported the idea that when intrinsically motivated students were given extrinsic rewards for their efforts, a reduction in their level of intrinsic motivation resulted (Deci, 1971, 1972a, 1972b; Lepper & Green, 1975; Lepper, Green, & Nisbett, 1973). Spaulding (1992) concurred with this finding and suggested that when students' perceptions of self-determination (intrinsic motivation) were undermined by teachers' use of extrinsic rewards, the initial level of intrinsic motivation decreased. Spaulding also stated that even though a student's rewarded behaviors might increase, when the extrinsic rewards were taken away, the level of intrinsic motivation was lower than it had been initially. However, Brewer, Dunn, and Olszewski (1988) noted that several variables influenced intrinsic motivation including self-determination, feelings of competence, feedback, task challenge or difficulty. They further concluded that any factor that influenced these determinants affected, in turn, intrinsic motivation, although only indirectly. In contrast, Wlodkowski (1986) criticized extrinsic motivation based on the moral contention that "bribing" students was inherently wrong. His concern was that students would become reinforcement junkies.

Who Is Responsible for Motivating Students?

If the most valuable learning occurs when a student is intrinsically motivated, the next consideration should be to determine who is responsible for motivating students to come to class and learn for the love of learning. In a classroom environment, the teacher and the student represent two of the forces that may promote motivation to attend class and to learn for intrinsic reasons. Unfortunately, researchers have not agreed on who carries the burden of this responsibility. Tollefson (1988) reported that teachers typically attributed students' low achievement to low effort. Moreover, teachers viewed student characteristics such as poor work habits as being more important than either classroom or teacher variables. In some instances, students agreed that it was their responsibility to motivate themselves. Higbee (1996) found that most students attributed failures and successes on assignments to their own actions. Dickens and Perry (1982) reported that questionnaire results indicated a majority of students believed they had control of their academic performance, as compared to only 10% who believed they had little or no control. Other studies have suggested that teachers have primary responsibility for motivating students to learn. Brophy (1987) suggested that teachers viewed themselves as active socialization agents who were capable of stimulating students' motivation to learn. One of the major findings in a study by Small (1996) was that instructors were perceived by students as having the prime responsibility for learners' interest or boredom. McCutcheon (1986) further reported that a survey indicated students believed that out of 51 possible choices, the main reason they missed a class was their negative perceptions of the professor and the course.

How to Motivate Students?

If teachers have a responsibility to motivate students to attend class and to learn, it is important for teachers to understand specifically how to motivate students. Brewer and Marmon (2000) and Wilson and Cameron (1996) identified three general areas teachers in training used to evaluate themselves: instruction, relationships, and management. Instruction involved teacher skills and competencies. Relationships concerned the attitudes teachers had toward their students. Management dealt with classroom organization and planning. These three categories also represented the major areas under a college teacher's control. Likewise, each of these areas provided the teacher with three ways to motivate students to learn. This study explored each of these areas and the effect each one had on motivating college students to choose to come to class to learn. In this study, instruction was referred to as "teaching methods," relationships as "personal qualities," and management was termed "classroom management." Following is a discussion of each of these categories.

Teaching methods

Historically, the lecture has served as the primary college teaching method. However, this method of instruction could be on the decline. Bonwell and Sutherland (1997) claimed that evidence of the effectiveness of active learning approaches as a way to facilitate learning was too compelling to ignore. Brewer (1997) confirmed this, stating that lectures could be too long, could fail to encourage reflective thinking, provided limited feedback, and were not appropriate for hands-on training. Small (1996) reported that color instruction that incorporated a variety of attention-gaining and maintaining strategies appeared to be the best way to promote interest and prevent boredom.

One way to offer variety in the classroom is to use cooperative learning groups. With this approach, the teacher facilitates groups or teams of students working together to solve practical problems. One study found that achievement and motivational gains were significantly higher for students in a cooperative learning classroom in comparison with a traditional lecture classroom (Nichols & Miller, 1993). McGonigal (1994) reported that cooperative groups and a varied teaching approach aimed at maintaining student interest helped increase student motivation and performance in a Spanish class. Richardson, Kring, and Davis (1997) found that students with the highest grade point averages preferred professor-assisted discussions over lectures. Based on these findings, it appeared that offering a variety of creative activities, including cooperative groups, instead of teaching solely by lecture, could motivate students. Brewer (1997) offered the following 12 teaching methods in addition to the lecture: small-group discussions, role-playing, case studies, demonstrations, panels, inquiry methods, buzz groups, programmed instruction, directed study, experiments, brainstorming, and questioning. This study investigated some of these alternative methods of teaching and also explored the following teaching techniques: (a) allowing students to share experiences with each other, (b) employing visual aids using modern technology, and (c) incorporating a variety of activities during one class period.

Personal qualities

The personal qualities a college teacher possesses may also impact students' motivation to learn. Teven and McCrosky (1996) reported that levels of learning were positively influenced when students perceived their teachers to be caring. Brewer (1997) stated that numerous surveys have shown that the most effective educators have been perceived as caring, enthusiastic, consistent, and impartial when dealing with students. He also referred to the adage, "They won't care what you know 'til they know that you care." Wilkenson (1992) expressed similar views, suggesting that teachers impacted students more by their character and commitment than by their verbal communication. Darr (1996) found that teacher behavior appeared to be the factor that most strongly influenced students' evaluation of instruction. Thayer-Bacon and Bacon (1996) argued that teacher-caring encouraged student growth and learning and created a safe environment for risk-taking. Sass (1989) reported his findings on eight characteristics that encouraged high classroom motivation. The number one characteristic was enthusiasm. Rapport with students was also listed among the top eight characteristics. It appeared that motivation was sometimes related to instructors' personal characteristics, rather than what he or she actually taught. Arnett (2002) found that teachers' out-of-classroom rapport with students was also an important factor in motivating students. Through outside contact with instructors, students may feel that the instructor cares about building a relationship with them on an informal level, which may motivate them to perform better in class. In this study, the researchers examined the following personal qualities a college teacher might possess: humor, knowledge of a subject, patience, enthusiasm, friendliness, respect toward students, participation with students in activities, knowing students' names and interests, professionalism, and openness to feedback.

Classroom Management

Effective classroom management might also affect a student's motivation to learn in the college classroom. Brewer, DeJonge, and Stout (2001) and Karsenti and Thilbert (1994) suggested that highly structured, well-organized, and outcomes-oriented teachers seemed to maintain student motivation. Though class structure and organization were important, balancing the classroom environment with flexibility and student empowerment could be just as important. Friday (1990) believed that an authoritarian teaching style was less satisfying for students than was a democratic teaching style. Luechauer and Shulman (1992) argued that college business classes that were bureaucratic and teacher-focused created feelings of powerlessness among students. Instead, he recommended a class environment that empowered students to form an open and creative team environment. Hancock (2001) concurs that students achieve more poorly in highly evaluative situations, in which instructors exert significant control over classroom procedures and competition among students is emphasized. Students who are

test anxious are particularly more sensitive to situations that they perceive to be highly evaluative. High cognitive-level students (those who employ more complex cognitive structures and think more abstractly) also seem to benefit from teaching methods that are less rigid and more flexible, according to another study by Hancock (2002). However, students with low conceptual levels (those with few cognitive structures who avoid ambiguity and process information concretely) tend to benefit from highly organized environments, he states. Individualized instruction tailored to different types of students may not always be possible, but "knowledge of how most students characteristically respond to direct or indirect instruction may enable the professor to maximize effectiveness for the majority" (p. 66). Instructors can aid in enhancing students' self-efficacy by providing accurate feedback that is specific to the task (Linnenbrink & Pintrich, 2003). For instance, instead of general statements such as "good paper," teachers can point out specific details of the paper that were effective, such as "well-thought-out introduction," or "smooth transitions between paragraphs." Instructors should not provide positive feedback or insincere praise to students when it is not deserved; instead, they should point out areas that need improvement to help students maintain accurate efficacy judgments, according to Linnenbrink and Pintrich. Providing students with challenging tasks that require some extra effort, they suggest, can also boost motivation and help students build skills and develop expertise.

OBJECTIVES OF THE STUDY

In this study the researchers strove to answer the questions about the role a college teacher had in motivating students to come to class to learn and understand the underlying fundamental reasons for student apathy. The researchers had the facility to get useful data collected from Dehradun area of Uttaranchal and so the opportunity to collect data through a structured Questionnaire was used. With these in mind the following specific objectives were identified for the study.

1. Bring out significant differences, if any, in demographic profile of students who are “motivated to attend” and “unmotivated to attend” classes.
2. Identify major influences in creating ‘student interest’ or ‘apathy’ for studies.
3. Expectations of students from class participation and motives for attending lecture classes.
4. Underlying Factors influencing students for participation in education and attendance in classes.
5. Identification of Major underlying motivating/De-motivating factors for improving class attendance by students.

RESEARCH METHODOLOGY

A structured Questionnaire was used for the survey (See Annexure -). Out of the 500 questionnaires sent out 441 questionnaire responses were found complete and valid which were used for further data analysis and conclusion. SPSS software was used for data analysis and the tabulated data is available in the following pages with suitable tale numbers allocated for easy identification for analysis. A test was made to compare the means between each of the items on the "motivated to attend" and "unmotivated to attend" surveys to check for significant differences. A analysis of variance (ANOVA) was used to determine whether or not significant interactions between the factors "motivated" versus “unmotivated” existed, survey scores, demographic profile of students etc. If significant differences between mean scores on the surveys existed, small-scale generalizations were made about why students were motivated (or not motivated) to continue attending college classes because of teacher attributes.

ANALYSIS OF DATA AND INFERENCES

Demographic classification of respondents: No significant difference between age categories of respondents was observed and so it is concluded that the inferences were true for all age categories of students. However in Table 1 it is seen that the respondents were predominantly men. From the tabulation it is observed that the majority of respondents were either graduates or post graduates.

TABLE 1: DEMOGRAPHIC CLASSIFICATION OF RESPONDENTS

	Categories	Count	Percentage
Gender	Male	357	81.0
	Famale	84	19.0
Age	Up to 17 Years	77	17.5
	17-20 Years	101	22.9
	20-25 Years	76	17.2
	25-30 Years	94	21.3
	Over 30 years	93	21.1
Education Level	Up to Matriculation	40	9.1
	Intermediate	84	19.0
	Graduation	248	56.2
	Post Graduate	69	15.6

The table adds to the value of research in that it fairly represents a significant sample of Aspirants for higher education, since the data is dominated by young people pursuing graduate and post graduate studies of the two major gender categories. Major influencers for selection of a particular Course of studies are *PARENTAL INFLUENCE, PEER PRESSURE AND MEDIA* through publicity and promotional advertisements. This is highlighted in Table 2. ***It is sad that the influence of teachers seem to be minimal***.

MAJOR INFLUENCERS TO SELECT PRESENT COURSE / PROFESSION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Media	40	9.1	9.1	9.1
	competition	134	30.4	30.4	39.5
	Parents	172	39.0	39.0	78.5
	Friends and Relatives	79	17.9	17.9	96.4
	Teachers	16	3.6	3.6	100.0
	Total	441	100.0	100.0	

Table 3 indicates class attendance pattern. It is disturbing to note that more than 40% of the students attend fewer than 20 classes/ week – perhaps less than 50% of total classes on an average. *This clearly brings out that there is a problem of attendance. This reinforces the need for and appropriateness of this research study. This is the starting point and a validation for the purpose of research.* (On an average there are about 40-50 classes per week in most of the Indian educational institutions).

TABLE 3: CLASS ATTENDANCE PER WEEK

	Frequency	Percent	Valid Percent	Cumulative Percent
Up to 10 Classes	102	23.1	23.1	23.1
10-20 Classes	78	17.7	17.7	40.8
20-30 Classes	53	12.0	12.0	52.8
30-40 Classes	193	43.8	43.8	96.6
More than 40 Classes	15	3.4	3.4	100.0
Total	441	100.0	100.0	

Interest, which needs to be addressed from other data analysis and inference. 'The clash with other subjects or classes is an untenable reason and it is institutional and has to be something to do with time table or scheduling or faculty availability. 'Boring lectures' is definitely a matter of concern and needs to be addressed by concerned faculty and management. One other reason gives a valid clue on how to improve class attendance as the matter which is available through networks and websites can be channelized to compliment class inputs.

TABLE 4: REASONS OF CLASS ABSENTEEISM

	Responses		Percent of Cases
	N	Percent	
genuinely sick	239	17.3%	54.2%
Too busy	216	15.7%	49.0%
Had to work	65	4.7%	14.7%
Clash with another subject	263	19.1%	59.6%
The lectures were boring (process)	229	16.6%	51.9%
The topic was boring	81	5.9%	18.4%
Did not like the lecturer	70	5.1%	15.9%
I do not like the subject	2	0.1%	0.5%
Could not be bothered	9	0.7%	2.0%
Get the lectures on web	17	1.2%	3.9%
I can get through the subject without going to lectures	113	8.2%	25.6%
Lectures are a waste of time	47	3.4%	10.7%
Home Sickness	28	2.0%	6.3%
Total	1379	100.0%	312.7%
a. Group			

DESCRIPTIVE STATISTICS (Table 5)

Analysis of means and standard deviation) of the sample gives the following conclusions as indicated below:

1. The urge to work independently is great and so class attendance is cited as helpful.
2. The faculty profile – a friendly attitude, enthusiasm and willingness to help students and respect them as they are with their faults and follies results in better class attendance and participation.
3. One of the key elements identified for student motivation to attend classes is their realisation that class attendance has a significant impact on academic performance as per the feedback obtained from them; This may arise out of the need for minimum prescribed attendance for pass marks and eligibility for end of term examination as well as a good grade internal assessment.
4. Effective teaching aids like Audio-visual aids, Electronic media and excellent presentation of topics.

TABLE 5: DESCRIPTIVE STUDY

	N	Mean	Std. Deviation
Presentation of challenging and provocative ideas influence me most to attend class.	441	3.7823	1.07566
I genuinely enjoy learning and feel lectures make knowledge meaningful	441	3.6667	.89949
I always see education as a means towards some end	441	3.4830	.85297
I am motivated to attend class because I have an urge to work independently	441	4.**0181**	.92424
I remain in class because of fear of losing attendance	441	2.9909	1.26488
I am not able to attend class because of other assignment and busy schedule.	441	3.3447	1.12776
A variety of learning activities like experiment or hand on activity in the classroom motivate me to attend class.	441	3.8889	.87068
Teaching aid like Effective audio and visual aids attract me to attend class.	441	3.8912	**.78737**
The availability of subject material on alternate sources like internet and other gadget distract me from class room teaching.	441	3.6440	1.16882
Opportunity of Brainstorming, knowledge of subject matter and humorous and enthusiastic approach of faculty attract me to attend classes.	441	3.8503	**.76593**
Friendly and approachable faculty and their nature of Respect toward students motivate me to attend class.	441	**4.2902**	**.69552**
I am particularly interested in information that will help me in my assessment tasks or exam questions	441	3.6553	.89647
The introduction of on-line databases and 'e-readings has made class room teaching and physical library irrelevant	441	3.2971	1.12824
My extra assignment and paid employment and maturing age compel me to work and keep me away from the class.	441	2.7823	1.11508
I do not attend class because this subject is not important for me.	441	2.7438	1.51211
I do not attend class because lecture is not useful to me	441	2.9206	1.33163
Class attendance has a significant effect on academic performance'	441	**4.0136**	1.04002
Professional attitude and clarity of course objective influence me most in attending class	441	3.9388	1.17488
Valid N (list wise)	441		

FACTOR ANALYSIS

Before conducting factor analysis on the tabulated data a test for significance and adequacy of data collected was carried out as indicated in the Table 6. It is noted that the sampling adequacy is O.K. since the KMO value obtained is 0.553 which is greater than acceptable value of 0.50. The test of sphericity is also significant and so the correlation matrix is not an identity matrix since the associated probability is less than 0.05.

TABLE 6: KMO AND BARTLETT'S TEST

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.553
Bartlett's Test of Sphericity	Approx. Chi-Square	4962.220
	df	171
	Sig.	.000

TABLE 7: COMMUNALITIES

	Initial	Extraction
The presentation of challenging and provocative ideas influence me most to attend class.	1.000	.801
The desire for knowledge and clarity of explanation of the subject motivate me to attend class. ,	1.000	.805
I genuinely enjoy learning and feel lectures make knowledge meaningful	1.000	.838
I always see education as a means towards some end	1.000	.825
I am motivated to attend class because I have an urge to work independently	1.000	.839
I remain in class because of fear of losing attendance	1.000	.859
I am not able to attend class because of my assignment and busy schedule.	1.000	.780
A variety of learning activities like experiment or hand on activity in the classroom motivate me to attend class.	1.000	.640
Teaching aid like Effective audio and visual aids attract me to attend class.	1.000	.631
The availability of subject material on alternate sources like internet and other gadget distract me from class room teaching.	1.000	.743
Opportunity of Brainstorming, knowledge of subject matter and humorous and enthusiastic approach of faculty attract me to attend classes.	1.000	.755
Friendly and approachable faculty and their nature of Respect toward students motivate me to attend class.	1.000	.719
I am particularly interested in information that will help me in my assessment tasks or exam questions	1.000	.740
The introduction of on-line databases and 'e-readings has made class room teaching and physical library irrelevant	1.000	.817
My extra assignment and paid employment and maturing age compel me to work and keep me away from the class.	1.000	.792
I do not attend class because this subject is not important for me.	1.000	.911
I do not attend class because this lecture is not useful to me	1.000	.843
Class attendance has a significant effect on academic performance'	1.000	.826
Professional attitude and clarity of course objective influence me most in attending class	1.000	.823

Extraction Method: Principal Component Analysis.

TABLE 8: TOTAL VARIANCE EXPLAINED

Component	Initial Eigen values			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.507	23.722	23.722	4.507	23.722	23.722	2.976		15.661
2	2.665	14.024	37.747	2.665	14.024	37.747	2.605	13.713	29.374
3	2.216	11.663	49.410	2.216	11.663	49.410	2.178	11.465	40.839
4	1.883	9.911	59.321	1.883	9.911	59.321	2.097	11.038	51.877
5	1.447	7.617	66.938	1.447	7.617	66.938	1.878	9.886	61.764
6	1.248	6.566	73.504	1.248	6.566	73.504	1.655	8.711	70.475
7	1.023	5.382	78.887	1.023	5.382	78.887	1.598	8.412	78.887
8	.740	3.895	82.782						
9	.657	3.456	86.238						
10	.560	2.948	89.186						
11	.432	2.276	91.462						
12	.390	2.055	93.516						
13	.333	1.754	95.271						
14	.230	1.212	96.483						
15	.178	.938	97.421						
16	.165	.866	98.287						
17	.137	.719	99.006						
18	.124	.654	99.660						
19	.065	.340	100.000						

TABLE 9: ROTATED COMPONENT MATRIX

	Component						
	1	2	3	4	5	6	7
The availability of subject material on alternate sources like internet and other gadget distract me from class room teaching.	.801						
The presentation of challenging and provocative ideas influence me most to attend class.	.759			.396			
A variety of learning activities like experiment or hand on activity in the classroom motivate me to attend class.	.758						
I always see education as a means towards some end	-.636				.403	-.300	
I am particularly interested in information that will help me in my assessment tasks or exam questions	.582		.526				
I do not attend class because this subject is not important for me.		.937					
My extra assignment and paid employment and maturing age compel me to work and keep me away from the class.		.831					
I do not attend class because this lecture is not useful to me		.705		.439			.360
I genuinely enjoy learning and feel lectures make knowledge meaningful			.899				
The introduction of on-line databases and 'e-readings has made class room teaching and physical library irrelevant	.370		.645	.330			
Teaching aid like Effective audio and visual aids attract me to attend class.			.571				.418
I am not able to attend class because of my assignment and busy schedule.				.838			
I remain in class because of fear of losing attendance	.359			.791			
I am motivated to attend class because I have an urge to work independently					.891		
The desire for knowledge and clarity of explanation of the subject motivate me to attend class. ,			.309		.575	.367	-.445
Opportunity of Brainstorming, knowledge of subject matter and humorous and enthusiastic approach of faculty attract me to attend classes.				.445	.569	.382	
Professional attitude and clarity of course objective influence me most in attending class						.870	
Friendly and approachable faculty and their nature of Respect toward students motivate me to attend class.		-.477				.613	
Class attendance has a significant effect on academic performance'							.878

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.

TABLE 10: FACTOR ANALYSIS

FACTOR NO:	FACTOR NAME	COMPONENT VARIABLES	FACTOR LOADING
F1	**Attractive class presentation and material content**	The availability of subject material on alternate sources like internet and other gadget distract me from class room teaching.	0.801
		The presentation of challenging and provocative ideas influence me most to attend class.	0.759
		A variety of learning activities like experiment or hand on activity in the classroom motivate me to attend class.	0.758
		I always see education as a means towards some end	0.636
		I am particularly interested in information that will help me in my assessment tasks or exam questions	0.582
F2	**Relevance of class teaching content for job performance**	I do not attend class because this subject is not important for me.	0.937
		My extra assignment and paid employment and age compel me to work and keep me away from the class.	0.831
		I do not attend class because lecture is not useful to me	0.705
F3	**Modern Audio-visual teaching aids and e-learning and on line data**	I genuinely enjoy learning and feel lectures make knowledge meaningful	0.899
		The introduction of on-line databases and 'e-readings' has made class room teaching and physical library irrelevant	0.645
		Teaching aid like Effective audio and visual aids attract me to attend class.	0.571
F4	**Inconvenient class schedules**	I am not able to attend class because of my assignment and busy schedule.	0.838
		I remain in class because of fear of losing attendance	0.791
F5	**Shared knowledge ,opportunity for clarification through discussion**	I am motivated to attend class because I have an urge to work independently	0.891
		The desire for knowledge and clarity of explanation of the subject motivate me to attend class	0.575
		Opportunity of Brainstorming, knowledge of subject matter and humorous and enthusiastic approach of faculty attract me to attend classes	0.569
F6	**Professional attitude and objectivity of faculty**	Professional attitude and clarity of course objective influence me most in attending class	0.870
		Friendly and approachable faculty and their nature of respect toward students motivate me to attend class.	0.613
F7	**Class attendance significant for academic performance**	Class attendance has a significant effect on academic performance'	0.878

Table 7 – Communalities as obtained by application of SPSS software is further analysed and Tabulated in Table 8 for extracting principal components. In the language of Factor analysis, the proportion of variance of a particular item that is due to common factors (shared with other items) is called communality. The proportion of variance that is unique to each item is then the respective item's total variance minus the communality. Each observed variable's communality is its estimated squared correlation with its own common portion--that is, the proportion of variance in that variable that is explained by the common factors. Most factor analysis programs first estimate each variable's communality as the squared multiple correlations between that variable and the other variables in the analysis, then use an iterative procedure to gradually find a better estimate. In Table 8 total variance is explained and the correlation between the 19

variables is extracted through an iterative process (Elgin values) and the squared values are tabulated and sum of squared values are rotated to get a lesser number of significant factors for further analysis of underlying common factors.Table 9 gives the rotated component matrix for a more sharp analysis and factor loadings. Analysis of principal components and associated variables give rise to the following 7 significant factors as indicated in the Table 10 – Factor analysis. The 7 significant factors are: Attractive class presentation and material content, Relevance of class teaching content for job performance, Modern Audio-visual teaching aids and e-learning and on line data, Inconvenient class schedules, Shared knowledge, opportunity for clarification through discussion, Professional attitude and objectivity of faculty and Significance Class attendance for academic performance.

CONCLUSION AND RECOMMENDATION

Data analysis has clearly revealed that there are 6 underlying factors which contribute for improving student motivation and participation in academic classes and improving class attendance in institutions of higher learning. These factors - ***Motivating factors*** are given below:

1. Attractive class presentation and material content by faculty aided by institutional infrastructure enabling such presentations.
2. Faculty members have to constantly remind the students of the importance and Relevance of class teaching content for job performance
3. Modern Audio-visual teaching aids and e-learning and on line data will enhance the image and value of class participation.
4. Shared knowledge, opportunity for clarification through discussion will restore student confidence and improve attendance in classes.
5. Professional attitude and objectivity of faculty is very important in gaining student confidence for attendance and class participation.
6. Making students realize and reinforcing the message that Class attendance significant for academic performance will help.

The above are so called motivating factors for improving student attendance and answers the first four objectives stated in the research methodology and proposal.

De-Motivating factors

In contrast to the above, the lack of the above factors will contribute to student De-motivation and slide back in class attendance. Factor analysis has brought one significant factor responsible and De-motivation i.e. Objective 5 of the research proposal i, e, *Inconvenient class schedules.* This is clearly a controllable factor by teaching faculty and administrative heads and senior professors. Management may also administer and monitor the academic teaching and activity schedules.

The study clearly brings out a perceptual mapping of students towards higher education and their expectations from institutions of learning. By fulfilling the aspirations of students, management can successfully stem the rot and improve the quality of education and simultaneously improving the viability of such institutions. It is clearly seen from data collected and analysed that '*Parental influence'* is the most significant factor in selecting a particular course of studies for higher education. Parents must avail appropriate guidance and counseling from educational institutions of their choice as well as from education administrators and academic faculty. Parents must also involve in the development of their wards by regular review of academic achievements and Personality Development programs and interaction individually or in groups with the management of the institutions of higher learning.

Teachers' influence in the selection of a particular course of studies seems to be presently insignificant from the data obtained through research. There should be more involvement of academic teaching staff in counseling and guiding of students right from the entry level for selection of appropriate course of studies and specializations. To solve the problem of 'Boring lectures' the need to train and retrain faculty to meet the growing and varied demands of teaching and providing a satisfactory learning experience and outcome for students to meet the corporate and industry needs. An interactive process of curriculum development may be designed with inputs from industry Managers to make the higher studies relevant for employment and prospects for growth and employability of students.

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