LEARNING STRATEGIES OF PROSPECTIVE TEACHERS IN RELATION TO ACHIEVEMENT MOTIVATION

Mrs. Kuldeep Bhullar*

ABSTRACT

The present study was an attempt to investigate learning strategies of prospective teachers in relation to achievement motivation. The data was collected randomly from the sample of 200 prospective teachers, 100 males, 100 females of arts and science streams from B.Ed. colleges of Amritsar district using tool MSLQ (Pintrich, 1991) and Achievement Motivation Scale (Deo and Mohan, 1985). The results revealed that there is a significant relationship between learning strategies and achievement motivation of prospective teachers. It was further found that gender differences do not affect learning strategies and academic achievement of prospective teachers. No significant differences were found in learning strategies and academic achievement of prospective teachers with respect to academic streams (arts and science).

INTRODUCTION

It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. The national council of teacher education has defined teacher education as a programme of education, research and training of persons to teach from pre-primary to higher education level. Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein.

Since it is virtually impossible for students to remember all the information that is made available to them, it is beneficial to teach students skills which will assist them remember important information. Therefore, it is the contention of Oxford (1990) that teachers will now have to take on a different role, as one of an instructor of learning strategies. She states that "the new teaching capacities also include identifying students' learning strategies, conducting training on learning strategies, and helping learners become more independent." Thus, the teaching of learning strategies seem to be a challenge for today's teacher. Teachers work to guide students to become more strategic thinkers by helping them understand the way they are processing information.

Learning strategies are the thoughts or actions that students use to complete learning tasks. Learning strategies are used by students to help them understand information and solve problems. A learning strategy is a person's approach to learning and using information. Students who do not know or use good learning strategies often learn passively and ultimately fail in school. Learning strategy instruction focuses on making the students more active learners by teaching them how to learn and how to use what they have learned to solve problems and be successful.

According to Hasanbegovic (2006) “learning strategies refer to student's self-generated thoughts, feelings and actions, which are systematically oriented towards attainment of their goals”. Weinstein and Mayer (1986) have coined one definition of learning strategies as “behaviours and thoughts that a learner engages in during learning and that are intended to influence the learner's encoding process”.

Achievement motivation is task oriented behaviour that allows the individuals performance to be evaluated according to some internally or externally imposed criteria that involves some standard of excellence. It is achievement motivation that affects a great many activities of the individual and helps him in meeting the obstruction which comes in a way of

*Assistant Professor, Khalsa College of Education, Ranjit Avenue, Amritsar (Punjab)

achievement of his goals, to carry out the project through a successful competition or to achieve success for its own sake. Achievement motivation is a pattern of planning, of action and of feeling connected with hard efforts to achieve some internalized standard of action. Therefore, achievement results from action directed to an attainment of a goal which the achiever usually perceives on a satisfying needs.

Atkinson (1964) defined achievement motivation "as the tendency to endeavour for the attainment of goal." Heckhausen (1967) achievement motivation can, therefore, be defined as the striving to increase or to keep as high as possible, one's own capabilities in all activities in which a standard of excellence is through to apply and where the execution of such activities can, therefore either succeed or fail.

The appropriate learning strategies and achievement motivation helps the prospective teachers in achieving their academic goals successfully. The present study has been undertaken to study learning strategies of prospective teachers in relation to achievement motivation.

OBJECTIVES

1. To study the gender differences in learning strategies and achievement motivation of prospective teachers.
2. To study the learning strategies and achievement motivation of prospective teachers with respect to academic streams.
3. To study the relationship between learning strategies and achievement motivation of prospective teachers.

HYPOTHESES

1. There will be no significant gender differences in learning strategies of prospective teachers.
2. There will be no significant gender differences in achievement motivation of prospective teachers.
3. There will be no significant difference in learning strategies of prospective teachers with respect to academic streams.
4. There will be no significant difference in achievement motivation of prospective teachers with respect to academic streams.
5. There will be significant relationship between learning strategies and achievement motivation of prospective teachers.

METHODOLOGY

SAMPLE

A sample of 200 prospective teachers, 100 male, 100 female of arts and science streams was selected randomly from B.Ed. colleges of Amritsar district.

METHOD

The descriptive survey method was used to conduct study of learning strategies of prospective teachers in relation to achievement motivation

TOOLS USED

For collection of data following tools were used:

1. Motivated Strategies for Learning Questionnaire (Pintrich, Smith, Garcia and Mc Keachie, 1991)
2. Achievement Motivation Scale (Deo and Mohan, 1985)

STATISTICAL TECHNIQUES USED

Statistical measures such as mean, SD, SEM and t-tests and product moment coefficient of correlation were used to interpret the obtained data.

ANALYSIS AND INTERPRETATION OF DATA

Table 4.1

Mean scores of learning strategies of male and female prospective teachers

Learning Strategies	Male			Female			t-value	Significance
	N	Mean	SD	N	Mean	SD		
Rehearsal	100	9.34	3.02	100	29.81	5.745	.854	Not Significant
Elaboration	100	29.33	9.213	100	33.20	8.56-	2.239	Significant
Organisation	100	20.7	3.261	100	29.74	5.551	7.45	Not Significant
Critical Thinking	100	25.13	6.303	100	28.34	5.515	2.405	Not Significant
Metacognition Self-regulation	100	66.23	11.240	100	65.79	9.200	3.96	Not Significant

*Significant at .05 level of confidence.

Table 4.1.2 shows mean scores of learning strategies of male and female prospective teachers along with SD and t-value. It is evident from the results that there exists no significant difference between male and female prospective teachers on learning strategies i.e. rehearsal (R), organisation (O), critical thinking (C.T) and metacognition self-regulation (M.S), as calculated t-value are less than table values at .05 and .01 levels of confidence. On the other hand male and female prospective teachers differ significantly on learning strategy elaboration (E), as calculated t-value is greater than table values at .05 and .01 levels of confidence. Hence the hypotheses stating "There will be no significant gender differences in learning strategies of prospective teachers." stands partially accepted

Table 4.2
Mean scores of achievement motivation of male and female prospective teachers

Variable	Group	N	Mean	SD	t-value	Significant
Achievement Motivation	Male	100	146.31	22.419	.151	No Significant
	Female	100	145.81	24.466		

Table 4.2 shows mean scores of achievement motivation of male and female prospective teachers along with SD and t-value. The mean scores of achievement motivation of male prospective teachers are 146.31 with SD 22.419 and of female prospective teachers are 145.81 with SD 24.466. The calculated t-value is 1.152 which is less than table values at .05 and .01 levels of confidence. Hence, the hypotheses stating that "There will be no significant gender differences in achievement motivation of prospective teachers." stands accepted.

Table 4.3
Mean scores of learning strategies of arts and science prospective teachers

Learning Strategies	Arts			Science			t-value	Significance
	N	Mean	SD	N	Mean	SD		
Rehearsal	100	18.82	5.273	100	20.23	5.198	.252	Not Significant
Elaboration	100	31.26	9.954	100	30.04	8.976	1.226	Not Significant
Organisation	100	20.48	50.028	100	20.32	50.738	.44	Not Significant
Critical Thinking	100	20.24	6.156	100	25.42	6.38	.71	Not Significant
Meta Self-regulation	100	66.73	10.415	100	63.47	10.265	.973	Not Significant

Table 4.3.2 shows mean scores of learning strategies of arts and science prospective teachers along with SD and t-value. It is evident from the results that there exists no significant difference between arts and science prospective teachers on learning strategies i.e. rehearsal (R), elaboration (E), organisation (O), critical thinking (C.T) and metacognition self-regulation (M.S), as calculated t-values are less than table values at .05 and .01 levels of confidence. Hence the hypotheses stating "There will be no significant difference in learning strategies of prospective teachers with respect to academic streams." stands accepted.

Table 4.4
Mean scores of achievement motivation of arts and science prospective teachers

Variable	Streams	N	Mean	SD	t-value	Significant
Achievement Motivation	Arts	100	144.52	22.833	.930	No Significant
	Science	100	147.60	23.984		

Table 4.4 shows mean scores of achievement motivation of arts and science prospective teachers along with SD and t-value. The mean scores of achievement motivation of arts prospective teachers are 144.52 with SD 22.833 and of science prospective teachers are 147.60 with SD 23.984. The calculated t-value is .930 which is less than table values at .05 and .01 levels of confidence. Hence, the hypotheses stating that "There will be no significant difference in achievement motivation of prospective teachers with respect to academic streams." stands accepted.

Table 4.5
Coefficient of correlation between learning strategies and achievement motivation of prospective teachers

Variables	N	r	Significant
Learning Strategies	200	.240	Significant
Achievement Motivation	200		

Table 4.6 shows the coefficient correlation between learning strategies and achievement motivation of prospective teachers. The coefficient of correlation is .240 which is significant at .05 and .01 levels of cinfidence. This indicates that there is significant relationship between learning strategies and achievement motivation of prospective teachers. Hence, the hypotheses stating, "There will be significant relationship between learning strategies and achievement motivation of prospective teachers." stands accepted.

FINDINGS AND CONCLUSIONS

1. There are no significant gender differences in learning strategies of prospective teachers. Hence, the gender differences do not affect learning strategies rehearsal, organisation, critical thinking and metacognition self-regulation, expect elaboration. It is further concluded that female prospective teachers are more effective in learning strategies elaboration as compared to male prospective teachers.
2. There are no significant gender differences in achievement motivation of prospective teachers. Hence the gender differences do not affect achievement motivation of prospective teachers.
3. There is no significant difference in learning strategies of prospective teachers with respect to academic streams. Hence, that academic streams (arts and science) do not affect rehearsal, elaboration, organisation, critical thinking and metacognition self-regulation learning strategies of prospective teachers.
4. There is no significant difference in achievement motivation of prospective teachers with respect to academic streams. Hence, the academic streams (arts and science) do not affect achievement motivation of prospective teachers.
5. There is significant relationship between learning strategies and achievement motivation of prospective teachers.

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