CHAPTER V

DISCUSSION, CONCLUSION, AND SUGGESTIONS

5.0 INTRODUCTION:

This chapter includes the summary of the research study, conclusion, discussion, implications of the study and recommendations for further studies.

5.1 METHODOLOGY:

An attempt was made by the investigator to study the Motivated self regulated learning strategies and the relationship within its subscales and with the academic performance of the student teachers.

5.2 TITLE:

The problem under investigation was “MOTIVATED SELF-REGULATED LEARNING AND ACADEMIC PERFORMANCE OF STUDENT TEACHERS”.

5.3 DESCRIPTION OF THE TOOL USED:

The motivated learning strategy questionnaire (MSLQ) developed by Pintrich et.al. (1991) was used in this study to measure the motivated self regulated learning strategies. The instrument MSLQ has two dimensions – (1) Motivation dimension with 6 subscales and a total of 31 statements (2) Learning Strategies dimension with 9 subscales and a total of 50 statements. A five point
continuum along with each statement was considered for expressing the opinions more precisely and accurately by the subjects of this study.

5.4 POPULATION AND SAMPLE:

In order to investigate Motivated Self-regulated Learning Strategies among the student teachers, a sample of 5 colleges of education were chosen from an accessible population, the colleges of education situated in Tanjore district of Tamilnadu. From these sample institutions, 500 student teachers were taken as the subjects for this study.

5.5 DATA COLLECTION:

On confirming the suitability of time for the sample institutions, the tool was administered to the student teachers. They were given instructions to respond the statements accordingly and were also asked to give the personal data: Academic performance and the subject studied in the Under Graduate course, Gender, Age, Place of birth and Marital status.

5.6 SCHEME OF ANALYSIS:

The investigator used the descriptive, differential, relational and regression analyses for analyzing the data.
5.7 FINDINGS:

The major findings of this study are given below.

1. There is no significant difference in the Motivated Self-regulated Learning Strategies of the student teachers between the components of the demographic variables: Gender, Age, Birth place, Subject studied in Under Graduate course and Marital status.

2. There is no significant difference in the motivation of the student teachers between the components of the demographic variables: Gender, Age, Birth place, Subject studied in Under Graduate course and Marital status

3. There is no significant difference in the learning strategies of the student teachers between the components of the demographic variables: Gender, Age, Birth place, Subject studied in under graduate course and Marital status

4. The female student teachers are higher than the male student teachers in the subscale control of learning beliefs but both are same in other subscales of Motivated Self-regulated Learning Strategies.

5. The student teachers whose age is less than 25 years are higher than those ages is 25 years and above in the subscale control of learning
beliefs but both are same in other sub scales of Motivated Self-regulated Learning Strategies.

6. The rural born student teachers are higher than those of urban born in the subscales Extrinsic Goal Orientation and Organisation but both are same in other subscales of Motivated Self-regulated Learning Strategies.

7. The Arts group student teachers are higher than those of Science group in the subscale Elaboration but both are same in other subscales of Motivated Self-regulated Learning Strategies.

8. The married student teachers are higher than unmarried student teachers in the subscales: Test Anxiety, Organisation, Meta-cognition and Help seeking but both are same in other subscales of Motivated Self-regulated Learning Strategies.

9. The female student teachers are higher than the male student teachers in their academic performance in the undergraduate course.

10. The student teachers whose age is less than 25 years and those age is 25 years and above are same in their academic performance in the undergraduate course.

11. The urban born student teachers are higher than the rural born student teachers in their academic performance in the undergraduate course.
12. The Science group student teachers are higher than the Arts group student teachers in their academic performance in the undergraduate course.

13. The unmarried student teachers are higher than the married student teachers in their academic performance in the undergraduate course.

14. There is significant relationship among the motivated self regulated learning strategies, motivation and learning strategies of the student teachers.

15. There is significant relationship between the components and the subscales of Motivated Self-regulated Learning Strategies of the student teachers.

16. There is significant relationship among the subscales of Motivated Self-regulated Learning Strategies of the student teachers.

17. Motivated Self regulated Learning strategies, Learning strategies and the subscales Test Anxiety, Meta-cognition and Study & Time Management are significantly and negatively related to academic performance and other subscales are not related to academic performance of the student teachers.
18. The efficiency of prediction of the subscales of Motivated Self-regulated Learning Strategies is less and negligible on academic performance of the student teachers.

5.8 DISCUSSION

In this study, it was found that there is no significant difference in the subscales of Motivated Self-regulated Learning Strategies among the student teachers with respect to gender, which is the concurrence to the findings of Yukselturk and Bulut (2009) but contradictory on academic performance.

The results of this study “the efficiency of the prediction of the subscales of Motivated Self-regulated Learning Strategies is less and negligible on academic performance” is contradictory to the findings of Weinstein and Meyer (1988), Boggiano et. al. (1992), Dewitz et. al. (1995), Wolters and Pintrich (1998), Baldes et. al. (2000), Lablan et. al. (2000), Turkey et. al. (2005), Dewitz et. al. (2009) and is supported by the findings of Zimmerman and Marthinez Pons (1990), Neibuhr (19950 and Shawn (2010)

Stipek and Ryan (1997) found a weak relationship between motivation and young children achievement. It was found that children cognitive skills were far better predictor of end of the year achievement than motivation. Turkey et al. (2005) found that Self-efficacy was a better predictor of programming achievement. Tucker et al. (2002) pointed out the teacher involvement was the strongest predictor of student motivation. The result of the study conducted by Ng Lee Yan (2005) reveals that teacher interactions, motivational beliefs and self regulative knowledge significantly predict Self-regulated Learning.
Weinstein & Meyer (1988) stated students who are able to plan, monitor and evaluate their learning could positively result in higher level of achievement. It shows the effort of Self-regulated Learning predict academic achievement. But in the study of Maki and Berry (1984) the prediction on students were failed those who scored below the median and students who had done well on the test were also better at predicting their test scores. The present study pointed out the efficiency of prediction of the Motivated Self-regulated Learning strategy components is less and negligible on academic performance of the student teachers.

Brackney and Karabenick (1995) acknowledged that the relationship exists between motivation and Self-regulated Learning influenced by test anxiety. Mccombs (1989) found that time schedule play a vital role in Self-regulated Learning. Bidjerano (2005) found that females students surpassed make students in their ability to use some of the self-regulated strategies. He concluded that rehearsal, organization and time management have played vital role in Self-regulated Learning. Whitebread and Colleagues (2009) the study reveals the systematic observational methods to assess the students metacognition and Self-regulated Learning. Mellisa Ng Leen Yen Abdullah (2007) pointed out that Self-regulated Learning was significantly related their self-efficacy, good orientation and beliefs about intelligence. The present study illustrate Motivated Self-
regulated Learning Strategies and the subscales Test anxiety, metacognition, time and study management are significantly and negatively related to academic performance but other subscales are not related to academic performance of the student teachers.

Bogging et al. (1992) revealed that academic motivation positively influence the academic performance. Fortier (1995) stated that perceived academic competence and perceived academic self determination positively influence the autonomous academic motivation. William Miller (1998) pointed out that the motivation is linked to Self-regulation. Wollers and Pintrich (1998) suggest that relationship existed between motivation, learning strategies and achievement. The result of the present study reveals that there is significant relationship among the subscales Motivated Self-regulated Learning Strategies of the student teachers.

Self-efficacy is one of the important subscales played a vital role in Self-regulated Learning. Several studies attempted in self efficacy which influence the Self-regulated Learning to have an effect on academic achievement. Zimmerman and Ringle (1981), Schunk (1985), Bandura (1986), Dweck (1988), Lablanc, et al. (2000), Hoban et al. (2001), Dewitz, et al. (2009), pointed out perceptions, intrinsic interest, better quality, academic performance, goal attainment, decreases
the anxiety influenced the self efficacy to get motivation and Self-regulated Learning. But, Shawer (2010) stated that high self efficacy levels did not influence academic achievement in terms of teaching skills. The present study pointed out there is significant relationship among the subscales of Motivated Self regulated Learning Strategies of the student teachers.

5.9 EDUCATIONAL IMPLICATIONS OF THE STUDY

The following are the educational implications of the study, based on the findings of the present study.

The present study reveals that the female student teachers are higher than the male student teachers in the subscale control of learning beliefs but both are same in other subscales of Motivated Self-regulated Learning Strategies.

The female student teachers are higher than the male student teachers in their academic performance in the undergraduate course. Thus it proves generally the female students are studying well from the beginning.

The student teachers whose age is less than 25 years and those age is 25 years and above are same in their academic performance in the undergraduate course. This proves that age is not at all a constraint for the academic performance.
The urban born student teachers are higher than the rural born student teachers in their academic performance in the undergraduate course. This may be the reason that the urban born students get all facilities for learning than the rural born students.

The Arts group student teachers are higher than those of Science group in the subscale Elaboration but both are same in other subscales of Motivated Self-regulated Learning Strategies. This shows that the subscale elaboration was utilized by the Arts group students than Science group students.

There is significant relationship among the components as well as among the subscales of Motivated Self-regulated Learning Strategies of the student teachers. This shows that there exists interrelationship among the components of Motivated Self-regulated Learning Strategies.

5.10 RECOMMENDATIONS OF THE STUDY

From the findings of this study, it is revealed that the subscales of Motivated Self-regulated Learning Strategies are not significantly related to the academic performance of the student teachers, it is to suggest a training programme may be given to all students teachers on motivation, self-regulation and self-regulated learning strategies with an input of linking the same with academic performance. Since the subscale test anxiety is not related to all
subscales of motivation, the detailed study on the factors affecting the test anxiety may be conducted.

It is recommended that more Self regulation programme may be developed so as to enable the student teachers achieve mastery over the learning the subjects according to their own pace and ability.

In our country still the Self-regulated Learning is not practiced by the students in the class rooms. For implementing the programme effectively, the institutions should take appropriate efforts to enhance the Motivated Self-regulated Learning Strategies.

It is also recommended that the students can make use of motivation and achievement packages that are developed by professional experts to enhance their motivation level.
5.11 CONCLUSION

This study was undertaken to investigate the interrelationships among motivation, learning strategy and academic performance among the student teachers. Data were obtained from five hundred student teachers undergoing the one year B.Ed. degree course. The data were collected through Motivated Strategies for Learning Questionnaire (MSLQ) an eighty one item survey that measured motivation and learning strategies.

The present study was confined to the following variables: Motivation, Self-regulated Learning and Academic performance. The effect of other variables associated with academic performance may be explored and their influence upon the learning can be studied.