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(Harjeet Kaur)
ABSTRACT

Teaching-learning process is always goal-oriented activity where motivation plays a vital role. So learning strategies of student and motivation for learners is must for an excellent result in the form of academics achievements. Learning is a fundamental development in behavior.

Motivation is a psychological process that inspires and stimulates one to work for the achievement of anticipated aim. Academic achievement means the amount of the knowledge gained by the students to work hard and learn more. Academic Achievement depends upon numerous factors which are responsible for high, average or low academic achievement of students.

Moreover, earlier performance i.e. academic achievement of secondary school students in qualifying test plays a vital role in selecting a future course of study is also center point of our research work. Gender, too, plays an important role in student contribution in secondary school education. Therefore, it also needs to be considered in the structure of the study. Keeping in sight the above essentials, it is planned to accept the interrelationships between cognitive and meta-cognitive learning strategies, motivational beliefs and academic achievement of secondary school students with reference to three streams of study mainly arts, science, and commerce. It is also planned to recognize the predictors of educational performance amongst learning strategies and motivational beliefs.

The present study deals with learning strategies and motivational beliefs of secondary school students as correlates of academic achievement and gender. The main objective of the study was to measure the learning strategies and motivational beliefs of secondary school students pursuing different streams of study and also to study gender differences in learning strategies and motivational beliefs of secondary school students pursuing science, commerce and arts streams of study. It was also the aim of the present study to find out the relationship between learning strategies and motivational beliefs with academic achievement of secondary school students pursuing three streams of study as well as to study the individual and conjoint
It was hypothesized that there were no significant differences in the learning strategies and motivational beliefs of secondary school students pursuing three streams (science, commerce and arts) of study. Moreover, there were no significant differences in the learning strategies and motivational beliefs of secondary school students pursuing three streams (science, commerce and arts) of study in relation to their academic achievement. There was no significant individual and conjoint contribution of differences in learning strategies and motivational beliefs in predicting the academic achievement of secondary school students pursuing three streams of study. To test these above mentioned hypotheses of the study,a sample of 1167 secondary school students, from randomly selected 35 schools each were selected by giving due weight age to different streams and gender. Secondary school students of Punjab affiliated with PSEB pursuing three streams (arts, science, and commerce) of study were selected for the study. They were administered Motivational Strategies for Learning Questionnaire (Pintrich, et al. (1991) to assess five cognitive and meta-cognitive learning strategies (rehearsal, elaboration, organization, critical thinking, meta-cognitive, self-regulation) and six motivational belief components (intrinsic goal orientation, extrinsic goal orientation, task value, control of learning, self-efficacy for learning and performance, test anxiety) of secondary school students. Their academic achievement was taken as percentage of marks of their matriculation examination. Significant differences have not been found between high and low achievers as well as between male and female school students on the rehearsal, elaboration, organization, critical thinking and meta-cognitive of self-regulation of learning strategies. Even the interaction effect of gender and academic achievement is not found significant on these dimensions except the last one i.e. meta-cognitive self-regulation dimension. No differences are found significant between high and low achievers and male and female school students on time and study environment, peer learning and help seeking dimensions of resource management. Even interaction effects of academic achievement and gender have not been found to be significant except the effort regulation dimension of resource management. Here the difference between female students of high and low achievers is significant. Significant differences do not exist between the high and low achievers as well as male and
female school students on intrinsic goal orientation, extrinsic goal orientation, task value, control of learning beliefs, self-efficacy and test anxiety dimension of motivational beliefs. But the interaction effect has been found significant the case of task value where male high and low achievers differed as well as on test anxiety where female high and low achievers as well as low achievers male and female students differed. Significant differences have not been observed between high and low achievers and students of three streams of study on rehearsal, elaboration organization, critical thinking and meta-cognition self-regulation dimensions of learning strategies. But the interaction effect has been found significant in case of elaboration and critical thinking dimension and meta-cognitive self-regulation dimensions of learning strategies. No differences are significant between high and low achievers and students of three streams of students on time and study environment peer learning and help seeking dimensions of resource management. However, the significant differences have been seen in case of effort regulation dimension, where science and arts students as well as commerce and arts students of high achievement group differed; and arts students have been found to be better. Interaction effect has been significant in of peer learning dimension only. The correlation co-efficients of different dimensions of learning strategies and resource management and motivational beliefs with academic achievement were calculated.

It is important to facilitate learning strategies use and hence teacher should consider modeling specific strategies or ways of thinking for learning science subject along with other subjects in class. For teachers and school psychologists, these results may recommend that the academic achievement and study skills can be increased by exploring the student interests. It can be done by building upon personal interest or creating situational interest i.e. allowing students to work on topics they find personally interesting may help them to engage in such ways that they use better strategies for learning and ultimately have higher levels of academic achievement.
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