LEARNING STRATEGIES OF PROSPECTIVE TEACHERS UNDER UNIVERSITY OF CALICUT REGION IN RELATION TO GOAL ORIENTATION

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Dissertation submitted to the
University of Calicut for the partial fulfilment
of the requirement for the degree of

MASTER OF EDUCATION

FAROOK TRAINING COLLEGE

UNIVERSITY OF CALICUT

2017

DECLARATION

I, Baby Sherin., do hereby declare that this dissertation entitled "**LEARNING STRATEGIES OF PROSPECTIVE TEACHERS UNDER UNIVERSITY OF CALICUT REGION IN RELATION TO GOAL ORIENTATION”** is my original work and has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

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CERTIFICATE

I, **Mr.Rishad Kolothumthodi,** do hereby declare that this dissertation "**LEARNING STRATEGIES OF PROSPECTIVE TEACHERS UNDER UNIVERSITY OF CALICUT REGION IN RELATION TO GOAL ORIENTATION"** is a record of bonafide study and research carried out by **Mrs. BABY SHERIN,** under my supervision and guidance. The report has not been submitted by her for the award of a Degree, Diploma, Title or Recognition before.

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ACKNOWLEDGEMENT

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Education is an important tool that is applied in the contemporary to succeed, as it mitigates the challenges which are faced in life. The development of a nation depends on the maximum utilization of its human resources which is better gained through the right process of education. It is a big achievement for people who aim a lot to explore the real essence of life. For this, learning and acquiring of knowledge is essential for people because it allows people to move up in the world, seek better jobs and succeed in life. Education is that which transforms a person to live better life and even in a social well-being. A person who gets good education will become good citizen and a more dependable worker.

To improve the quality or efficiency of education learning and teaching should be effective. The present system of education gives more importance to learners' characteristics and their readiness to learn also. Learning is considered as purely individualistic. The students will adopt their own learning strategies in their learning process.

The effectiveness of learning-teaching environments is directly correlated with the motivation levels of students as well as the learning strategies used in designing such environments.

Learning strategies are "specific actions, steps or techniques used by students to enhance their own learning."(Oxford, 1992)

According to Jasmina Hasanbegovic''Learning Strategies refer to students' self-generated thoughts, feelings and actions, which are systematically oriented toward attainment of their goals."

Schumacher and Deshler (2006) define a Learning Strategy as "an Individual's approach to a task .It includes how a person thinks and acts when planning, executing and evaluating performance on a task and its outcomes."

As with many characteristics about people, however, there is wide variation in terms of the number of learning strategies we know and how well we use them.

Future teachers need to be effective learners and also effective teachers of learning. They need help to develop the cognitive, metacognitive, motivational and affective learning strategies which are needed for quality learning and their future teaching. It is a universally accepted fact.

Universities have identified the critical importance of the development of lifelong learning as an outcome of a university education (Crebert, 1994). One of the major characteristics of lifelong learners is that they have and use a repertoire of learning strategies (Candy, Crebert and O, Leary, 1994). Such learning strategies are especially important for future teachers as educators of the next generation. Teacher who do not have learning skills lack both the ability to function as lifelong learners and to develop the academic skills of their own students.

Students, who are undertaking study in Teacher Education and will become teachers themselves, need a well-developed capacity for effective learning. Some people think that the difference between a good student and a bad student is just a matter of aptitude. While it may be true in some cases, generally the difference can actually be attributed to learning strategies. It is noted that students can engage in meaningful learning only when they have previous knowledge to which they relate new information and when they are aware of the potential relationship. For these purposes learning strategies are very essential.

Goal orientation is a motivational construct referring to personal definition of success. Goal orientation describes the actions of people and organisations' regarding their primary aim. Goal orientation is the degree to which a person or organisation focuses on task and the end result of those tasks.

Satisfaction of human life depends on his goal orientation. Satisfaction is a subject of experience. Its intensity depends upon person's goal, attitude, aptitude, interest and level of motivation towards life.

Goal orientation is often seen as an aspect of individual's motivation. Goal orientation is a very important variable in educational field. Goal orientation theory examines the reasons why students engage in their academic work.

Recent studies have shown that transferring the concept of goal orientation to the population of teachers and prospective teachers in promising in terms of describing and explaining their motivation and experiences in the school and class room context. (Butler,2007; Dickhauser, Butler & Tonjes, 2007; Mlamberg, 2006) .Prospective teachers are exposed to a diverse set of performance requirements.

Butler (2007) also proposed considering teachers' goal orientation as antecedents of their instructional practices and particularly, of the goals they emphasize in the classroom for their students. To adequately describe and explain goal orientation effects on instruction, a suitable conceptualization of teacher's instructional practices is at first essential.

In order to understand the basic properties of goal orientation theory, it is important to understand how goals are conceptualized in the research literature (Princh, 2000). Goals fall in two major classes. These classes have been referred to by various names in the literature. The first type is called a mastery goal. Students who are mastery oriented are interested in self-improvement and tend to compare their current level of achievement to their own prior achievement.

The second type is called a performance goal. Students who are performance oriented are interested in competitions, demonstrating their competence, and outperforming others; they tend to use other students as

points of comparison, rather than themselves. Mastery and performance goals are related to various educational outcomes in important ways.

Ander Man & Walters (2006) find out that when students report being mastery oriented, they persist longer at academic tasks, they are more engaged with their work, they use more effective cognitive processing strategies and they choose to continue to engage with task in the future when those tasks become optimal.

Need and Significance of the Study

Education leads from darkness of illiteracy to brightness of intellect. In the past few years there has been a growing pressure on both teachers and students to prove, show and certify what they are able to do. There has been a growing concern for productivity, competence, performance etc. For achieving above mentioned things learning strategies are essential. Learning strategies are actions which you may have to take to solve a problem in learning that helps to make learning most effective. Each prospective teacher has their own learning strategies according to individual differences.

Goal orientation is often seen as an aspect of individuals' motivation. It is an important psychological predictor of a graduates' future success or failure.

Every action is goal oriented. There must be a goal in every successful action. A person who sets goals can only succeed in his life. Then only they can design their learning style and study habit. Nowadays among requirements set in for any job very important are those connected with psychological characteristics like creativity, social skills, increasing desire to achieve success, to work under pressure and accomplish ambitious goals.

All children are naturally motivated to learn and are capable of learning. Children learn in a variety of ways through experience, making and doing things, experimentation, reading, discussion, asking, listening, thinking and reflecting.

Teacher education is the vehicle which carries a student teacher from the state of raw student hood to the destination of effective teacher hood. Therefore it is quite relevant to study the extent of learning strategies and goal orientation of prospective teachers and the relationship between these two.

Statement of the Problem

The present study is entitled as LEARNING STRATEGIES OF PROSPECTIVE TEACHERS UNDER UNIVERSITY OF CALICUT REGION IN RELATION TO GOAL ORIENTATION.

Definition of Key Terms

Learning Strategies

Learning "Strategies are specific actions, steps or techniques used by students to enhance their own learning.''(Oxford,1992). Learning strategies in the present study refers to techniques, behaviours or actions used by students to make learning more effective and systematic.

Goal Orientation

Goal orientation is a motivational construct referring to personal definition of success. According to Dweck and Legett (1986), learning goals characterize individuals who seek to increase their competence, to understand or master something new, while performance goal characterize individuals who seek to gain favourable judgement of their competence or avoid negative evaluation of their competence.

Prospective Teachers

Prospective teacher in the present study refers to those individuals engaging in two year teacher education programme at secondary level.

Objectives of the Study

- To study the extent of Learning Strategies of prospective teachers at secondary level under University of Calicut region.

- To study the extent of Goal Orientation of the prospective teachers at secondary level under University of Calicut region.

- To find out whether there exist any significant difference in the Learning Strategies of prospective teachers at secondary level based on sub samples

  - Gender

  - Locale of the institution

  - Type of Management

- To find out whether there exist any significant difference in the Goal Orientation of prospective teachers at secondary level based on sub samples

  - Gender

  - Locale of the institution

  - Type of Management

- To find out the relationship between Learning Strategies and Goal Orientation of prospective teachers at secondary level under University of Calicut region.

Hypotheses

- There exists significant difference in the Learning Strategies of prospective teachers at secondary level based on the sub samples

- Gender

- Locale of the institution

- Type of management

- There exists significant difference in goal orientation of prospective teachers at secondary level based on the sub samples

  - Gender

  - Locale of the institution

  - Type of management

- There exists significant relationship between Learning Strategies and Goal Orientation of prospective teachers at secondary level.

Methodology

Methodology is the vital part of any research as it guides the way to proceed. The methodology of the present study is outlined below.

Design of the Study

The study described as a quantitative study, carried out using the descriptive survey method.

Sample used for the Study

The sample selected for this study contains 500 prospective teachers at secondary level under University of Calicut region .The sample selection was

done using stratified random sampling technique giving the representation to Gender, Locale, Type of management.

The investigator will make use of the survey method for the conduct of the study.

Tools used for the Study

1.   Learning Strategy Scale (Kumar, et.al 2001)

2.   Goal orientation scale (Sherin & Rishad, 2017)

Statistical Techniques

1.   Preliminary Analysis

- Measures of central tendency -Mean, Median, Mode.

- Standard Deviation, Skewness, Kurtosis**.**

Major Analysis

- Two–tailed test of significance of difference between mean scores for large independent sample (t-test)

- Pearson's Product Moment Coefficient of Correlation

Scope of the Study

The present study is an attempt to find out the Learning Strategies and Goal Orientation of prospective teachers at secondary level. It is also intended to find out the relationship between Learning strategies and Goal Orientation

of prospective teachers at secondary level. The study was conducted on a sample of 500 prospective teachers. Training colleges were selected for the sample under University of Calicut region.

For the purpose the investigator prepared the Goal Orientation Scale with the help of supervising teacher to assess Goal Orientation and adopted a Learning Strategy scale for assessing Learning strategies.

Appropriate Statistical techniques are used to analyse the data. The findings of the study can be considered as an authentic message to the educationists to be aware of the importance of learning strategies and goal orientation to enhance personal success of students.

Maximum efforts were taken by the investigator to make this study precious. But the study has some limitations also.

Limitations of the Study

The following are the limitations of the present study:

- The sample selected for the study was not state wide one.

- The study was conducted only at Kozhikode, Malappuram, Palakkad and Wayanad districts.

- Only Prospective teachers at secondary level were considered for the study.

- Only 500 students were taken as sample.

Time limit was the main obstacle in selecting such sample .In spite of all these limitation, the investigator hopes that the result obtained will be accurate and have a generalised nature. It is also hope that the findings of this study will help to bring about clear picture of relationship between Learning Strategies and Goal Orientation of Prospective teachers at secondary level.

Organisation of the Report

The report of the study has been presented in five chapters.

Chapter 1: Introduction

This chapter deals with a brief introduction to the problem, need and significance of the study, statement of the problem, definition of key terms, objectives of the study, hypotheses of the study, methodology, scope and limitations of the study.

Chapter II: Review of Related Literature

This chapter includes theoretical overview and summary of the related studies.

Chapter III: Methodology

It contains the methodology of the study. This covers a discussion of the variable, tools used for the study, selection of samples, administration of the tools, consolidation of data and statistical techniques used for analysis.

Chapter IV: Analysis and Interpretation of data

It presents the analysis of data, interpretation and discussion of result.

Chapter V: Summary, Findings and Suggestions

It contains major findings of the study, tenability of the hypotheses, educational implications and suggestions for further research.

REVIEW OF RELATED LITERATURE

- ➢ Theoretical over view of Learning Strategies
- ➢ Studies related to Learning Strategies
- ➢ Theoretical overview of Goal Orientation
- ➢ Studies related to Goal Orientation
- ➢ Conclusion

REVIEW OF RELATED LITERATURE

Review of related literature is an indispensable part of any research. It is an important pre-requisite to actual planning and execution of any research work. Review of related literature presents the comprehensive development of the problem background. It indicates what has already been studied by the others which have a bearing upon the present study.

Present study is an attempt to find out the relationship between learning strategies and goal orientation of prospective teachers. To have an understanding of the nature of study in these areas, the researcher has gone through relevant literature both theoretical and empirical. The review has been presented under the following headings.

➢ Theoretical overview of Learning Strategies.

➢ Studies related to Learning Strategies.

➢ Theoretical overview of goal orientation.

➢ Studies related to goal orientation

➢ Conclusion.

Theoretical Overview of Learning Strategies

Concept of learning strategies

Learning Strategies are an individual's approach to a task. They indicate how a student organizes and uses a set of skills to learn content or to accomplish a particular task more effectively either in or out of school (Schumacher &Deshler, 1984). The concept of Learning Strategies developed almost recently at the later period of 20th century. Now a day our education system gives more importance to learners' characteristics and their readiness to learn. The general theories about human learning are of limited value in explaining everyday learning. Because of this what learning strategies implies.

Learning strategies are different from skills in that a strategy has a purpose, it is a sequence of activities and it is more readily modified to suit the context where as skills more specific or reflective. (Nisbet and Shuck smith, 1986). According to NICHY (1997) Learning strategies include what we think about (e.g. planning before writing, realizing when we are not understanding something. We are reading, remembering what we have learned previously on the topic understudy) and what we physically do (e.g. making chart, table, or story map to capture the most important information).

Knowledge about our own Learning Strategies are very important for students. Students who use learning strategies become more effective and

independent learners in the present scenario of learning. If prospective teachers are getting an idea about learning strategies they surely teach their students how to learn and how to be successful in and out of the academic settings.

Meaning and Definitions of Learning Strategies

Different authors have defined Learning Strategies differently. Some important definitions are following:-

A Strategy is essentially a method for approaching a task.

"Learning Strategies can be defined as behaviours of a learner that are intended to influence how the learner processes information."(Mayer, 1988)

Learning Strategies are helpful for effective knowledge acquisition. (Schmeck-1988, Mayer-1988, Weinstein & Mayer, 1986)

According to Jonnason (1985), Learning Strategies are the mental operations or procedures that the student used to acquire relation and retrieve different kinds of knowledge's and performance.

Learning strategies refer to methods that students use to learn. "Learning Strategies are specific actions, steps, or techniques used by students to enhance their own learning."(Oxford, 1992)

Learning Strategies are defined as an individuals' way of recognizing and using a particular set of skills in order to learn content or accomplish other tasks more effectively and efficiently in school and non-academic settings. (Boudh, 1999)

Classification of different Learning Strategies

Weinstein and Mayer (1986) classified Learning Strategies as cognitive and affective. Cognitive component is divided into

➢   Rehearsal

➢   Organisation and elaboration.

Affective component is dividing to metacognitive comprehension and monitoring.

Oxford (1990) classified Learning Strategy to metacognitive, cognitive and socio-affective.

Metacognitive Strategies

Metacognitive strategies are self –regulatory strategies in which learners are aware of their own learning. They involve thinking about the learning process –planning for learning, monitoring of comprehension of production while it is taking place and self-evaluation after the activity is completed. Metacognition refers to higher order thinking that involves active

control over the thinking processes involved in learning. The important metacognitive strategies are;

1.   Metacognitive planning - This operation insists that the learner has to plan the management of his own learning behaviour.

2.   Advance organisation - Previewing and upcoming learning passage or activities and linking it with what is already knows.

3.   Selective attention - Advance decision to focus on important aspects of learning input and to ignore distraction.

4.   Self-monitoring – This involves self-analysis where the learner comes into contact with his own abilities.

Cognitive Strategies

Cognitive learning strategies are one type of learning strategy that learners use in order to learn more successfully. These include repetition, organising new language, summarising meaning, guessing meaning from context, using imagery for memorisation. The use of cognitive strategies can increase the efficacy with which the learner approaches a learning task. The important cognitive strategies are ;

1.   Resourcing: Using reference materials such as dictionaries, grammar books, tapes, TV, video, cassettes for receiving and transmitting messages.

2.   Grouping: Classifying words, terminologies, number and concepts according to their attributes.

3.   Inferencing: Making guesses based on previous knowledge such as guessing, meaning of unfamiliar words with linguistic class or predicting outcomes using background knowledge.

4.   Reasoning: Applying prior knowledge to facilitate the acquisition of new knowledge.

5.   Elaboration: Making learning material concrete and personally meaningful by integrating the new material into existing semantic networks and by retaining item to one another to make relationship explicit.

6.   Note taking: writing down keywords and point in abbreviated form to sort or organize learning information.

7.   Visualizing: Visualizing setting of a learning passage to understand and remember new information.

Socio-Affective

Socio –affective strategies are those which are non-academic in nature and involve stimulating learning through establishing a level of empathy between the instructor and student. They include considering factors such as emotions and attitudes. (Oxford, 1990). These strategies help learners to

regulate and control emotions, motivations, and attitudes towards learning, as well as help learners learn through contact and interaction with others.

1. Lowering Anxiety: Reducing anxiety by learning soothing music or reading humorous stories or reminding oneself or progress by using the self-talk technique or by writing progressive journals.

2. Asking questions: Asking the speaker (teacher or peer) to give additional explanation, examples or verification.

3. Co-operation: Working with peers to solve problems build confidence and pool information.

Purdic and Hattie (1986) classified strategies for 14 self-regulated learning strategies. They are self-evaluation, transformation, goal setting and planning information seeking record keeping, self-monitoring, environmental structuring, giving self-consequences, rehearsing, memorizing, seeking social assistance from peers, teachers or other adults and reviewing (note books or texts).

Sternberg classified learning strategies to executive skills and non-executive skills include planning monitorzing and revising strategies for task performance.

Kirby (1984) classified learning strategies to micro strategies and macro strategies. Micro strategies are more task specific more relates to particular knowledge and abilities and closer to performance and more

responsible to instruction. Macro strategies are more pervasive often intermingled with emotional and motivation factors, more related to cultural and stylistic differences and become more difficult to change by instruction.

Cunningham (2000) classified learning strategies to society oriented strategies, resourcing based on prior knowledge and experience and copying strategies. These strategies are thought to represent the range of behaviour that students engage into regulate their personal functioning, academic behavioural performance and learning environment.

Measurement of learning strategies

Learning strategy is usually measured through questionnaire or self – report inventories. Some learning strategy inventories used at present are described in the following. Weinstein (1988) developed a learning strategies model which is an instrument to measure learning strategy. This model includes five major categories of learning strategies namely rehearsal strategies, elaboration strategies, organisational strategies and affective strategies.

Weinstein et. al, developed learning strategy and study strategy inventory comprising in ten scales, anxiety, attitudes, concentration, information processing motivation, scheduling, selecting the main ideas, self-testing, study aids and test strategies. This scale appears to relate to components of the research constructs.

Eledge inventory (1996) identified pupil's process of learning rather than products. This inventory focuses for low achieving students.

Gillies (1994) developed learning and study strategies inventory to provide information about study skills and learning strategies for teachers to use academic advising tasks and to help teachers to understand student performance, where student have the ability and resources.

Kumar, S. P. K. et al; (2001) developed a learning strategy scale. It is based on the classification of learning strategies in three, metacognitive, cognitive and socio- affective.

Studies related to Learning Strategies

Reshma (2000) conducted a study on effect of learning strategies and learning obstacles on achievement in biology of secondary pupils. Major findings of the study were significant sex difference exist in learning strategies and learning obstacles for total sample. And also learning strategies have significant effect to achievement in biology.

Sakeer V (2000) conducted a study on achievement on social science as affected by learning strategies of secondary school pupils. It was revealed that learning strategies had main effect on achievement in social science.

Subhadra (2002) studied about effect on the fine information on learning strategies of Calicut University campus students. It is found that the

significant difference does not exist in fine information and its components for total sample.

Verma (2002) conducted a study on Learning Strategies and Motivational orientation of distance learners and on campus students. The main objective was to ascertain the differences in learning strategies and motivational orientation of distance learners and on campus students. The sample of the study consisted 208 distances and on campus students. The study reveals that both the groups of subjects had equal magnitude of learning strategies and motivational orientation.

Kumar and Bindhu (2002) report an experiment in which a sample of 100 standard 6th pupils were utilised to study to relative effectiveness learning strategy and conventional method of teaching on achievement in Malayalam language skills. Co-operative learning strategy was more effective than the control treatment.

Mushoriwa (2003) conducted a study on the relationship between Learning Strategy and Learning Outcome among college students. The main objective was to find out the relationship between Learning Strategies and Learning Outcome. 30 students have participated in the study. The studies find out that there is a significant relationship between learning strategies and learning outcome.

Rosemary (2003) conducted a study on the effect of learning strategies and multiple intelligence on achievement in biology of secondary school pupil. It is find out that learning strategies have main significant effect on achievement in biology for total sample.

Praveen (2006) conducted a study on effect of mastery learning strategy on problem solving ability in physics of secondary school students. The general objective was to find out the effect of mastery learning strategy on problem solving ability in physics of secondary school students. Tools used for the study were Raven's standard progressive matrices, socio-economic status scale, standard achievement test and verbal intelligence test. The sample for the study comprised of 74 students. The studies find out that there is no significant effect of mastery learning strategy on the total score of problem solving ability in physics for the secondary school students.

Arifa (2007) carried out a study on the relationship of emotional intelligence and learning strategies. The result shows that substantial or marked and positive relation exists in the total sample female, urban, govt. and aided school.

Sameena (2008) studied about the interaction effect of classroom climate and learning strategies on mathematical problem solving ability of secondary school students. The main objective was to test whether the variables classroom climate and learning strategies have significant main

effect on mathematics problem solving ability of secondary school students. 525 IX standard students of secondary schools of Kerala state were taken as sample. The findings of the study revealed that the main effect of the variables classroom climate on mathematical problem solving ability of secondary school students is not significant.

Kumar (2010) conducted a study on "effectiveness of metacognitive strategies on classroom participation and student achievement in higher secondary school physics classroom". The main aim was to investigate the influence of meta cognitive strategies on student achievement. 48 students have participated in the study. The study was conducted through experimental method in two classes of higher secondary students.

Naik (2010) conduct a study on the effect of 5E learning strategy on 5th grade students on mathematics achievement. The result shows that there was marked positive relation in the learning strategy adopted and the academic achievement in the mathematics.

Ali (2010)conducted a study on effectiveness of metacognitive learning strategies on the achievement in geography of IX standard pupils. The main objective was to study the effectiveness of learning strategies over the existing method of teaching on the achievement in geography of standard IX pupils.

Safiya (2011) conducted a study on effectiveness of edutainment learning strategy on achievement in social science of standard IX pupils. The main objective of the study was to find out effectiveness of edutainment learning strategy on achievement in social science of standard IX pupils. 100 samples were collected for the study. It is found that the use of edutainment learning strategy is effective for the proper understanding and meaningful learning of the content.

Noushad and Usha (2011) prepared an article on the influence of metacognition on successful intelligence of secondary school students. It is an attempt to investigate the influence of metacognition on successful intelligence of secondary school students. The study concluded that enhancing metacognitive abilities of secondary school students will improve successful intelligence of secondary school students.

Minikutty and Seema (2012) conducted a study on influence of metacognitive awareness on attitude towards teaching student teachers at secondary level. The main objective was to examine the relationship between metacognitive awareness and teaching attitude of student teachers at secondary level. Teachers' metacognitive awareness inventory and teaching attitude inventory was used as tools.

Ramya (2012) conducted a study on successful intelligence and Learning Strategies of higher secondary school students. The main objective

was to find out the relationship between successful intelligence and Learning Strategies of higher secondary school students. The sample selected for the study contains 640 higher secondary school students from Kozhikode, Malappuram, Palakkad, Trissur, Kannur and Wayanad districts. The finding of the study implies that there exist positive substantial relationship between successful intelligence and learning strategies of higher secondary school students.

Nincy (2012) conducted a study on relationship between perceived classroom climate and learning strategies of secondary school students. The main objective was to find out whether there is any significant relation between the perceived classroom climate and learning strategies of secondary school students. The sample for the study includes 546 secondary school students of Kerala (Kozhikode, Malappuram, Trissur, Kannur, Wayanad districts.) The study reveals that there is low positive significant relationship between perceived classroom climate and learning strategies of secondary school students.

Kumar, Satheesh, Niranjana (2012) conducted a study on parental involvement and learning strategies of higher secondary school pupil. Its main objective was to know whether any sex difference exist in parental involvement and learning strategies of higher secondary school students. It is find out that there exist significant sex difference in parental involvement and learning strategies among higher secondary school students.

Noufal (2013) attempted to see the effectiveness of metacognitive strategy on English language anxiety of the secondary school students. The study also highlights the importance of learning strategy for creating a rich language environment in English class rooms. The finding was that the metacognitive learning strategy is an effective strategy for reducing the English language anxiety of secondary school students.

Sameera (2013) conducted a study on effectiveness of metacognitive learning strategies on the achievement in physics of standard IX pupil. The objective was to study the effectiveness of metacognitive learning strategies on the achievement in physics of standard IX pupil. The samples of the study consist of 103 IX standard students. It is find out that metacognitive learning strategies are effective for teaching the subject physics for secondary school students.

Jena (2013) conducted a study on usage of metacognitive strategy by teacher trainees: an exploratory study. The purpose of the study was to identify different levels of metacognitive strategy use of primary school trainees.Sample consists of 300 primary school teacher trainees from three districts of Jammu & Kashmir. Metacognitive inventory was the tool used for data collection. It is found that male and female teacher trainees differ significantly in knowledge of cognition.

Sreekala(2014) conducted a study of effect of fishbowl learning strategy on achievement in social science of standard IX pupils. The main objective was to study the effectiveness of fishbowl learning strategy on achievement in social science of IX standard students. 60 students were selected from two divisions of IX standard students. It is find out that fishbowl learning strategy is highly effective than existing method.

Bhullar (2015) conducted a study on learning strategies of prospective teachers in relation to achievement motivation. The main objective was to study the gender differences in learning strategies and achievement motivation of prospective teachers. The data was collected randomly from the sample of 200 prospective teachers. It is find out that gender differences do not affect learning strategies and academic achievement of prospective teachers.

Kapur (2016) conducted a study of reflective thinking and learning strategies in relation to scholastic achievement of students studying in senior secondary schools of Delhi. The main objective of the study was to find out the learning strategies of students studying in senior secondary schools. The sample consisted of 300 students selected randomly from different senior secondary schools of east district of Delhi. The study find out that 60% of the students are using surface approach to study.

Theoretical overview of Goal Orientation

Goal orientation theory is a social-cognitive theory of achievement motivation. Goal theory originated early in 20th century but became a particularly important theoretical framework in the study of academic motivation after 1985. It is very important for teachers because goal orientation theory examines the reasons why students engage in their academic work. Although goal orientation theory is predominantly studied in the domain of education, it also has been used in studies in the domains of sports, psychology, health psychology, and social psychology.

The Origin of Goal Orientation

The concept of goal orientation originated from research conducted by Dweek, and her colleagues primarily with primary school children (Duner & Dweek, 1978). Goal orientation is an integrated pattern of belief that leads to different ways of approaching, engaging in, and responding to achievement situation. (Ames,1992).

Concept

Goal Orientation is a psychological construct that involves the attitudes and behaviours associate describe the different motivational approach that persons embrace to reach goal and is a strong predictor of the individual behaviour and performance.

Goal Orientation Theory

The role of goal orientation is a very contemporary line of research, with relevant contributions in the field of achievement motivation and self – regulated learning. (Pintric& Garcia, 1994; Pintrich&Schunk, 1996).

Goal orientation was originally defined as situated orientations for action in an achievement task (Ames, 1992; Dweck, 1986; Nicholls, 1984).Rather than focusing on the content what people are attempting to achieve, goal orientations define why and how people are trying to achieve various objectives (Anderman & Macehr,1994) and refer to overarching purpose of achievement behaviour.These orientations were conceived of as encompassing the experience of the person in the situation , guiding interpretation of events and producing pattern of cognition , emotion, and behaviour.(Ames, 1992; Elliot &Dueck,1988).Whereas the original definition of goal orientations was of situated purposes for action, these orientations have been also conceived of as more enduring dispositions towards engagement (Nicholls,1992).

According to Dowson and Mclnerney (2001) goal orientation is conceptualized as different ways an individual may adopt in pursuing goals and competence in achievement situations. It is a motivational orientation which can influence their learning behaviour over time. Educational research has described goal orientation as 'individuals' disposition on how they

oriented themselves in responding to task difficulty.(Elliot & Dweck, 1988; Vandewalle,1997). It is believed that these goals will foster their response patterns to specific task.(Dweck & Leggett 1988).

Goal orientation is conceptualised as a multidimensional construct with two (Button et. al., (1996) or three (Vandewalle, 1997) dimension. Consistent with the earlier conceptual frame work , Button et.al., (1996) proposed a two factor model of learning goal orientation and performance goal orientation. Button et.al (1996) assert that goal orientation dimensions are not mutually exclusive , but are distinct and unrelated constructs. Thus individuals can have varying level of both learning and performance goal orientation.

Vande Walle (1997) proposed a three factor model of goal orientation including learning goal orientation, performance goal orientation and performance avoid goal orientation.

Button et.al., (1996) developed and validated two separate eight –item measures for learning goal orientation and performance goal orientation. Vande Wallee (1997) developed and validated a thirteen –item measure assessing learning goal, performance goal and performance avoidance orientation. Button et.al. (1996) examined the relationship between goal orientations with implicit theories of ability, self -esteem and locus of control.

Researchers have employed both the two – factor and three factor models of goal orientations, often with no supporting rationale for either model. Latest studies and findings suggest that three factor model is best fitting model of goal orientation.

Past researchers (Elliot,1999; Elliot & Church,1997; Vandewalle,1997) have used a trichotomous frame work .Where they divided goal orientations into three different dimensions, namely:

- Mastery Goal Orientation

- Performance Goal Orientation

- Performance Avoidance Orientation

1   Mastery goal orientation

Mastery goal orientation refers to individuals who are intrinsically motivated and seek to develop their skills and competence through mastering challenging situations. Difficulties and setbacks are treated as opportunities for learning with the belief that their ability and competency can be enhanced with mastery responses (Dweck,Hong &Chiu,1993). They possess lower task anxiety and are able to evaluate levels of task to demonstrate their achievement.

Adult students who own mastery goal orientation preserve in the development of competence and view errors as part of their learning process.

They are keen to understand the course material well and able to conduct self-learning assessment throughout their study. They were very much interested to invest considerable effort and time in learning new knowledge.

The students with mastery goal orientation have a strong desire in improving personal competence, mastering new experience and acquire new skills. They persist in the wake of failure and use the obstacles they encounter to further improve of their performance.

Sub components included in the mastery goal orientation are;

- Focus on learning

- Developing new skills

- Improving competency

- Self-improvement

- Seek out challenges

II   Performance goal orientation

Performance goal orientation refers to one's desire to prove his or her competence and intends to obtain favourable judgement for it. Individuals who possess performance goal orientation have the tendency to outperform others. They accomplish performance goals that demonstrate their superiority. They believe that their ability is fixed and cannot be changed for better. They

prefer to achieve high performance with little effort and pursue opportunities that gain positive evaluations.

Adult students with performance goal orientation prefer to choose tasks that maximize the opportunities to make them look competent and avoid task that make them look incompetent (Elliot, 1999; Nicholls, 1984).These students participate actively in the subjects that know well and they like to compare their performance with others and gain recognition in the class. They enjoy the feeling of being regarded as smart students. Subcomponents included in performance goal orientation are :

- Focus on Judgement

- Focus on Ability

- Focus on Good Grade

III   Performance Avoidance Orientation

Adult students with performance avoidance goal orientation focus on effort minimization to avoid situations where they are incompetent and less capable than their peers. They tend to avoid demonstrating their incompetence and receiving negative judgement about it (VandeWalle, 1997).

The students with performance avoidance goal orientation have the tendency to withdraw themselves from participating in group presentation on subjects that they do not know well.

The students possessing performance avoidance goal orientation engage in knowledge acquisition only to the extent that it will not cause them to lose their reputation or display their inadequacy of ability in the class.

Sub components included in performance avoidance orientation are :

- Avoiding Challenging Task.

- Avoid losing

Studies Related to goal orientation

Mcwhaw and Abrami conducted a study on student goal orientation and interest: effects on student' use of self- regulated learning strategies. Main aim was to examine how goal orientation and interest together affected student's use of learning strategies. Ninety three grade 11 students participated in this study.

Rebecca (2005) studied college students' goal orientation and achievement patterns. This study compared the achievement patterns of students who held both goals (mastery goals and performance goals) simultaneously to students who held either mastery or performance goals only. Data was collected within a foundational teacher education course of 143 students, a portion of who were found to hold high mastery goals, high performance-approach goals, and high mastery and high performance goals. Using course grades as an indicator of achievement, a one-way ANOVA

showed no significant difference between the multiple goal groups and the single goal group. However a significant difference was found between the high mastery group and the high performance group.

Roebken (2007) examine the relationship between student goal orientation and student satisfaction, academic engagement and achievement. 2309 college students have participated in the study. The main objective was to analyse the relationship between different types of goal orientations and students' behaviour and academic outcomes. The results revealed that students pursuing both mastery and performance goals are more satisfied with their academic experience, showed a higher degree of academic engagement, and achieve better grades than students who pursue a mastery orientation alone or a work avoidance performance orientation. One practical implication of the study of goal orientation of student applicants could be screened on the basis of both a high mastery as well as a high performance orientation.

Shafizadeh (2007) conducted a study on relationship between goal orientation, motivational climate and perceived ability with intrinsic motivation and performance in physical education university students. The main objective was to investigate the relationship between goal orientation, motivational climate and perceived ability with intrinsic motivation and performance in physical education university students. It is find out that there is a significant correlation between these variables.

Kaplan (2007) prepared an article on the contributions and prospects of goal orientation theory. The article suggests six possible theoretical models of goal orientation.

Anderson and Lawton(2009) conducted a study on the relationship between goal orientation and simulation performance with the attitude change and perceived learning. The main objective was to explore the relationship between the student's goal orientation, their success on simulation exercise, and their perception of its value. The results find out that no support that goal orientation influences the relationship between performance on simulation exercise, and perceived learning.

Dinc (2010) conducted a study on the relationship between achievement goal orientation and physical self- perception among students attending physical education teaching. The purpose of this study is to determine the relationship between achievement goal orientation and physical self- perception among students attending physical education teaching programme. The correlation analysis indicated that four goal orientation and physical self-perception levels.

Rejila (2010) conducted a study on effect of goal orientation on academic procrastination of B.Ed. students of Calicut University. The main objective was to find out effect of goal orientation on academic procrastination of B.Ed. students of Calicut University. 500 samples were

collected for this study. The study reveals that there exists a significant effect of goal orientation on academic procrastination.

Fadlelmula (2010) presented a paper namely educational motivation and student's achievement goal orientation. Main objective was to enhance teacher's understanding of the nature and importance of student's achievement goal orientation in elementary education.

Sindhu (2010) conducted a study on the relationship between goal orientation and quality of life of secondary school teachers. Its main objective was to find out the relationship between goal orientation and quality of life of secondary school teachers. It is found that there exist a low positive significant relationship between goal orientation and quality of life of secondary school teachers.

Musthafa and Noushad(2010) conducted a study on effect of goal orientation on academic achievement of prospective pre-service teachers. The main objective was to determine whether prospective pre-service teachers who identified themselves as having multiple goal orientation. 296 samples were collected from various optional subjects. The tool Motivational Strategies for Learning Questionnaire was used. It is find out that most of the prospective pre-service teachers have multiple goal orientation.

Shelly (2012)conducted study on goal orientation and learning strategies in relation academic achievement of elementary school students to

use Elliot and Church's (1997) Achievement Goal Questionnaire (AGQ) and Biggs (2001) revised two-factor study process, questionnaire. Sample of 200 students drawn on random basis given weightage to gender. Results revealed that high achiever elementary school students are better than low achiever in their performance approach, mastery goal, deep strategy and deep motive.

Fathima (2012) studied impact of achievement goals, sociability and gender on academic achievement of university students. The main objective was to investigating the achievement goals and sociability as predictors of academic achievement. Gender difference in academic achievement, achievement goals, and sociability were also explored in the study. The sample drawn through stratified random sampling consisted of 300 Undergraduates. Regression analysis showed that only performance-approach goal significantly predicated academic achievement.

Kadhiravan (2012) conducted a study on goal orientation and cognitive styles of higher secondary students. The main objective was to explore the influence of cognitive styles on the goal orientation of students. 410 higher secondary students were selected through stratified random sampling. The data were collected through survey using goal orientation measure and personal style inventory. It is found that all the three type of goal orientation are significantly influenced by the cognitive styles.

Abidha (2012) conducted a study on relation between parenting style

and goal orientation among boys and girls in higher secondary schools of Kerala. The main objective was to find out whether academic goal orientation of higher secondary boys and girls dependent on parenting style.

Khan (2013) conducted a study of achievement motivation of primary school girls in relation to their type of school and home environment. The main objective was to find out the significance of difference between achievement motivations of primary school girls in relation to their home environment. A sample of 108 girls students of primary schools of Faridabad city was taken for the purpose of the study. The study reveals that there was no significant relationship between the achievement motivations of primary school girls in relation to their home environment.

Gafoor and Abidha (2015) conducted a study on development of academic goal orientation inventory for senior secondary students of Kerala. This study reveals the development of Academic goal orientation inventory for adolescent students. Data from 832 higher secondary students of Kerala chosen through stratified random sampling were factor analysed to confirm that the responses on the new inventory follows the 2×2 achievement goal orientation framework proposed by Pentrich (2000) and Elliot & Mc Gregor (2011).

Junaisiyamol (2015) conducted a study of achievement goal orientation of orphan and non-orphan students in secondary schools. The main objective

was to find out the achievement goal orientation of orphan and non-orphan students in secondary schools. The sample of the study consisted of 704 secondary school students of Malappuram, Kozhikode, and Wayanad districts. Achievement goal orientation inventory was used in this study. The study reveals that the achievement goal orientation of orphan students in secondary schools is low when compared to achievement goal orientation of non-orphan students in secondary schools.

Silva (2015) conducted a study on relation of goal orientation and approaches to learning on achievement in commerce of higher secondary school students. The main objective was to find out relation of goal orientation and approaches to learning on achievement in commerce. 600 sample were collected for the purpose of study. It is found that there is no significant relationship between goal orientation and approaches to learning on achievement in commerce of higher secondary school students.

Hulwang, Hall, Goetz, and Frenzen (2017) conducted a study on teachers goal orientation: Effects on class room goal structures and emotions. The main objective was to find out the relationship between teacher's achievement goals, classroom goal structures and teaching related emotions. The study was conducted on 495 practicing teachers from Canada. The result showed that teachers achievement goals to predict their perceived classroom goal structures that intern, predicted their teaching related emotions.

Conclusion

The review of literature conducted on this area of Learning Strategies, Goal Orientation indicated that some studies are conducted in India. But no studies were conducted in Kerala to know about the relationship between Learning Strategies and Goal Orientation of Prospective teachers at secondary level. So the investigator decides to conduct the present study.

METHODOLOGY

- ➤ Variables
- ➤ Objectives of the Study
- ➤ Hypotheses
- ➤ Sample Selected for the Study
- ➤ Tools used for the Study
- ➤ Data Collection Procedure
- ➤ Scoring and Consolidation of Data
- ➤ Statistical Techniques

METHODOLOGY

Research refers to the activity of collecting information in an orderly and systematic manner. Methodology is the technique or procedure adopted in a research study or investigation. For every piece of work, Methodology is a vital importance. It can be understood as a science of studying how research is done scientifically. Methodology enables the researcher to look at the research problem in a meaningful and orderly way.

The present study is entitled as Learning Strategies of prospective teachers under Calicut University region in Relation to Goal Orientation. And it attempts to find out the relationship between Learning Strategies and Goal Orientation of prospective teachers at secondary level.

The design of the study is described under the following sections.

- Variables

- Objectives of the study

- Hypotheses

- Sample selected for the study

- Tools used for data collection.

- Data collection procedure

- Scoring and Consolidation of data

- Statistical techniques

Details of each of the above are given below.

Variables

In this study the researcher check the significant relationship between Learning Strategies and Goal Orientation. The main variables involved in the study are

- Learning Strategies.

- Goal Orientation

Gender, locale and type of management are treated as classificatory variables.

Objectives of the Study

- To study the extent of Learning Strategies of prospective teachers at secondary level under University Of Calicut region.

- To study the extent of Goal Orientation of the prospective teachers at secondary level under University of Calicut region.

- To find out whether there exist any significant difference in the Learning Strategies of prospective teachers at secondary level based on sub samples

  - Gender

  - Locale

  - Type of Management

- To find out whether there exist any significant difference in the Goal Orientation of prospective teachers at secondary level based on sub samples

  - Gender

  - Locale

  - Type of Management

- To find out the relationship between Learning Strategies and Goal Orientation of prospective teachers at secondary level under University of Calicut region.

Hypotheses

- There exists significant difference in the Learning Strategies of prospective teachers at secondary level based on the sub samples

  - Gender

  - Locale

  - Type of management

- There exists significant difference in the goal orientation of prospective teachers at secondary level based on the sub samples

  - Gender

  - Locale

  - Type of management

- There exists significant relationship between Learning Strategies and Goal Orientation of prospective teachers at secondary level.

Sample selected for the study

Sampling is the process by which a relatively small number of individuals or measures of individuals, objects or events are selected and analysed in order to find out something about the entire population from which it was selected.

A sample forms a small proportion of the population that is selected for the study. Sampling is fundamental to all. Stratified Sampling technique was conceived to be the best suited, for selection of the sample of the present study. Total numbers of 500 samples were collected from Government, Aided and Unaided training colleges under the University of Calicut. Factors represented;

Gender

The investigator divides the population into two on the basis of gender. In this study includes 42 male prospective teachers and 458 female prospective teachers.

Type of management

A total number of 500 samples were collected from Government, Aided and Unaided training colleges. Of the chosen 500 prospective teachers, 228 belonged to Government/Aided training colleges, 272 prospective teachers belonged to Unaided training colleges.

Locale of colleges

The number of B.Ed. colleges in rural areas is more than the number of B.Ed. Colleges in urban area. So the investigator decided to give due weightage to the locality of training colleges.

The details of the sample considered for the study is in the table given below.

Table-1

Breakup of the sample.

Gender		Type of Management		Locality of Institution	
Male	Female	Govt./ Aided	Unaided	Rural	Urban
42	458	272	228	294	206
Total			500		

The list of institution from which the investigator collected data needed for the study are given in the appendix.

Tools

Collection of relevant data is an important aspect of any research work. The selection of suitable tool is vital importance for successful research work. For the present study the investigator used the following tools.

1) Learning strategy Scale (Kumar et al.,2001)

2)   Goal Orientation Scale (Sherin & Rishad, 2017)

A brief description of the tool is given below.

Learning Strategy Scale

Learning strategies are "specific actions, steps, or techniques used by students to enhance their own learning. (Oxford,1992)

The tool was constructed and developed by Kumar et.al. It is a five point scale consisting of thirty statements. The items fall in these strategy areas viz, Metacognitive, cognitive and socio affective. Fifteen items are positive and fifteen items are negative statements. There are five responses for all thirty questions. A score of 5, 4, 3,2,1 respective given for always correct, correct, undecided, not correct, always not correct. The negative items are scored reverse order. The number of selected items for the final scale which falls in these strategy area viz, 10 items in metacognitive strategy, 14 items in cognitive strategy and 6 items in socio–affective strategy.

Goal Orientation Scale

Goal Orientation Scale was developed by the investigator with the help of supervising teacher. The tool is intended to measure the Goal Orientation of prospective teachers at secondary level.

Before preparing the items for the scale, the investigator reviewed the literature related to Goal Orientation. On the basis of discussion and

references, it was decided to include three dimensions as the components of Goal Orientation Scale. These are as follows.

- Mastery Goal Orientation.

- Performance Goal Orientation.

- Performance Avoidance Goal Orientation.

Mastery Goal Orientation

Mastery Goal Orientation is the desire to develop the self by acquiring new skills, mastering new situations and improving ones competence. Individuals with mastery goal orientation seek to increase their competence to understand or master something new. Sub components included in the mastery goal orientation are;

- Focus on learning

- Developing new skills

- Improving competency

- Self-improvement

- Seek out challenges

Eg: I try to challenge myself while engaging in learning process

Performance Goal Orientation

Performance goal characterise individuals who seek to gain

favourable judgement of their competence or avoid   negative evaluation of their competence. Students with performance goal orientation give importance to doing better than others or getting grades that higher than their peers grades.

Subcomponents included in performance goal orientation are :

- Focus on Judgement

- Focus on Ability

- Focus on Good Grade

Eg: I try to utilize maximum of all the opportunities to exhibit my skills

Performance Avoidance Goal Orientation

Individuals with performance avoidance goal orientation tend to avoid task where they may fail and thus appear incompetent. Performance avoidance –oriented goals are goals in which individuals can be negatively motivated to try to avoid failure and to avoid looking incompetent.

Sub components included in performance avoidance orientation are :

- Avoiding Challenging Task.

- Avoid losing

Eg: I try to stay far away from those matters where I feel failure comparing with other.

Preparation of Draft Tool Goal Orientation Scale.

Based on the discussions and the information obtained from the experts and components of each dimension, the investigator developed the goal orientation scale. It consist of 45 items. There are 17 items from mastery goal orientation, 15 items from performance goal orientation and 13 items from performance avoidance goal orientation. There is only positive item in this scale.

A copy of the draft tool (Malayalam) is given as appendix 1

Scoring of data

Each statement of the Goal Orientation scale has five responses. Subjects have to decide how far each statement in the scale is true to their case. Responses can be made in five point scale as Always, Often, Sometimes, Rarely, Never.

Try Out

Try out of the draft scale was done in order to select valid item in the final scale by empirically testing the item characteristics. The Goal Orientation scale was administered on a sample of 100 prospective teachers at secondary level.

Item analysis

Item analysis was done using the method suggested by Edward (1957). The following were the stages involved in the item analysis.

For Try out, the preliminary scale was administered to a sample of 100 prospective teachers selected by stratified sampling technique giving representation to gender, locale and type of management. The response sheets of 100 students were arranged in the rank order of total score obtained by them. The scores obtained by the top 27 prospective teachers (27%) and bottom 27 prospective teachers (27%) were taken as the high group and low group respectively. Then the 't' value for each item was calculated using the formula,

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{\sigma_1}{N_1^2} + \frac{\sigma_2}{N_2^2}}}$$

Where,

$\bar{x}_1$ -   The high group of the Mean response score given for the statements.

$\bar{x}_2$ -   The low group of the Mean response score given.

σ_1 -   The high group of the variance of the distribution of the response scores on a given statement.

σ_2 -   The low group of the variance of the distribution.

N_1 -   Number of high group.

N_2 -   Number of low group.

The t values of each of 45 items were calculated. Items having the t value 1.96 above were selected. The critical ratio (t value) obtained for each item is given in table.

Table 2

The critical ratio (t value) obtained for each item

Item No.	$\bar{x}_1$	$\bar{x}_2$	σ_1	σ_2	t-value
1	3.81	3.07	1.00	1.24	2.44
2	2.48	1.92	1.01	1.042	2.02
3	2.85	2.19	1.29	1.202	2.07
4	3.81	3.08	0.88	1.17	2.61
5	3.11	2.46	1.20	1.00	2.69
6	3.30	3.70	1.19	1.22	2.14
7	2.67	2.26	1.21	1.22	1.23*
8	2.63	2.08	0.81	1.19	1.61*
9	4.26	3.32	1.04	1.23	3.31
10	4.00	3.04	1.11	1.26	3.05
11	3.37	2.62	0.97	1.33	2.36
12	3.63	2.78	1.40	1.12	2.99
13	3.89	3.07	0.75	1.40	2.16
14	4.41	3.36	1.11	1.23	3.80
15	4.00	3.10	1.35	1.24	2.68
16	3.70	2.9	1.08	1.43	2.08
17	3.70	2.91	1.08	1.43	1.63*
18	3.93	3.11	0.89	1.34	2.35
19	4.11	3.27	0.78	1.113	3.07

Item No.	$\bar{x}_1$	$\bar{x}_2$	σ_1	σ_2	t-value
20	4.33	3.28	0.621	1.22	3.76
21	4.33	3.37	1.06	1.18	3.75
22	3.96	3.12	0.90	1.27	2.65
23	4.04	3.28	0.48	2.64	2.64
24	4.67	3.60	1.48	4.17	4.17
25	2.89	2.27	0.55	1.59	1.59*
26	4.67	3.61	0.64	4.02	4.02
27	4.41	3.42	1.31	3.77	3.77
28	3.63	2.82	0.61	2.25	2.25
29	4.70	3.62	1.21	4.00	4.02
30	3.93	3.31	0.58	1.98	1.98
31	4.44	3.41	0.75	4.02	4.02
32	4.22	3.27	0.64	3.45	3.45
33	4.41	3.41	1.20	3.87	3.87
34	3.15	2.51	0.75	1.98	1.98
35	4.59	3.59	1.43	3.53	3.53
36	2.74	2.29	1.25	1.17	1.39*
37	2.52	2.15	0.96	1.11	1.18*
38	1.67	1.34	0.78	0.84	1.32*
39	3.70	2.90	1.21	1.07	3.12
40	3.67	2.83	1.40	1.29	2.45
41	2.74	2.13	1.09	1.32	1.65*
42	4.11	3.38	1.11	1.18	2.38
43	1.93	1.58	1.22	1.08	1.16*
44	2.52	2.04	1.25	1.19	1.47*
45	2.89	2.24	1.23	1.18	2.12

*Denotes rejected items.

Preparation of the Final Tool

Among the 45 items, 35 items with critical ratio greater than 1.96 (table value of 't' at 0.01 level) is selected for the final scale. The 10 items with critical ratio less than 1.96 were rejected. The standardized 'Goal Orientation Scale' contains 35 items. There are 16 items from mastery goal orientation, 10 items from performance goal orientation and 9 items from performance avoidance orientation.

The copy of the final tool (Malayalam) is given as appendix II.

The serial number of selected items for the final scale which falls in three components are given in Table 3

Table 3

Numberof Items in three components

Sl. No.	Components	Sl. No. of final scale
1.	Mastery goal orientation	1,4,5,6,7,8,10,16,18,20,21,23,26,28,31,32,34.
2.	Performance goal orientation	2,9,11,14,19,22,25,27,29,33
3.	Performance avoidance goal orientation	3,12,13,15,17,24,30,35.
	Total Items	35

Reliability

"Reliability is the degree of consistency that the instrument or procedure that demonstrates whatever it is measuring, it does so consistency" (Best and Kahn).Reliability is the degree of consistency of a measure. Reliability of the goal orientation scale was established by Split half method. The correlation co- efficient was found to 0.81 which suggest that scale is highly reliable.

Validity

Validity is that quality of a data gathering instrument or procedure that enables it to measure what it is supposed to measure. (Best and Kahn, 2005).The validity of the scale is ensured using face and content validity. For this investigator consulted three experts in the field of education. Thus face validity was ensured.

The items in the present tool were arranged in the least ambiguous way and the meaning of all the terms was clearly defined. Proper weightage was given to all dimensions of the variables. Thus content validity was ensured.

Data Collection Procedure

The investigator sought permission from the principals of targeted colleges. The students were informed about the purpose of the study in order to get the support from them. Investigator supplied sufficient copies of the

tool and the response sheets to the students. After giving general instructions the method of answering was explained. Data was collected from 10 training colleges of Malappuram, Kozhikode, Palakkad and Wayanad Districts. The students were requested to read the items carefully and put a tick mark against the right responses appropriate to them.

Table 4

Details of Institutions from where data were collected

Sl. No.	Name of the Colleges	Management
1	G C T E Kozhikode	Government
2	Farook Training College	Aided
3	N S S Training College Ottappalam	Aided
4	Mother Teresa college of Teacher Education, Perambra	Unaided
5	A W H College of Teacher Education	Unaided
6	K M O College koduvally	Unaided
7	Kunchathumma College of Teacher Education	Unaided
8	Sullamusaalam College of Teacher Education Areecode	Unaided
9	Providence College of Teacher Education Calicut	Unaided
10	Mar Baselios College of Education SulthanBathery	Unaided

Scoring and Consolidation of Data

The investigator examined the response sheets. Then the responses from students were scored according to scoring procedure. The incomplete data sheets were rejected and thus the sample of the study was thus reduced to 500.

Statistical Techniques

Following statistical techniques are used for analysing the data.

1. Preliminary Analysis.

2. Major Analysis.

Preliminary Analysis

The important statistical properties of the variable under study were calculated and analysed as a preliminary step. Mean, Median, Mode, Skewness and Kurtosis were calculated for the total sample. From these we can understand the properties of data such as normal or not, which help to decide further statistical technique using for analysis and interpretations.

Major Analysis

Test of significance of difference between mean ('t' test)

The statistical technique, test of significance between means for different categories is used to find out there is any significance difference in

the Learning Strategies and Goal Orientation of prospective teachers at secondary level based on the sub samples gender, locale and type of management.

The test of significance of difference between two means is known as the 't'test. The formula to calculate 't' is

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{\sigma_1}{N_1^2} + \frac{\sigma_2}{N_2^2}}}$$

$\bar{x}_1$ - The high group of the Mean response score given for the statements.

$\bar{x}_2$- The low group of the Mean response score given.

σ_1 -The high group of the variance of the distribution of the response

Scores on a given statement.

σ_2 - The low group of the variance of the distribution.

N_1 - Number of high group.

N_2 - Number of low group.

After calculating the 't' value which is less than 1.96 were rejected from the total items.

Pearson's Product Moment Coefficient of Correlation

The most often used and most precise coefficient of correlation is the Pearson's Product Moment Coefficient of Correlation (r) .To estimate the relation of Learning Strategies and Goal Orientation the formula of Pearson's Product Moment Coefficient of correlation (r) is given below.

$$r = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{N\Sigma X^2 - (\Sigma X)^2 \, N\Sigma Y^2 (\Sigma Y)^2}}$$

Where,

$\sum X$ = Sum of the X scores

$\sum Y$ = Sum of the Y scores

$\sum X^2$ = Sum of the squared X scores

$\sum Y^2$ = Sum of the squared Y scores

$\sum XY$ = Sum of the products of paired X and Y scores

N = Number of paired scores

ANALYSIS AND INTERPRETATION OF DATA

- ➤ Objectives of the study
- ➤ Hypotheses of the study
- ➤ Preliminary analysis
- ➤ Major analysis
- ➤ Conclusion

ANALYSIS AND INTERPRETATION
OF DATA

"Analysis is a systematic process of selecting, categorizing, comparing, synthesizing and interpreting to provide explanations of the single phenomenon of interest." According to the Best (1997), this is the heart of the research report. The present study is to find out the relationship between learning strategies and goal orientation of prospective teachers at secondary level under Calicut university region. This chapter deals with the analysis and interpretation of the data as per the following objectives

Objectives of the study

- To study the extent of Learning Strategies of prospective teachers at secondary level under University of Calicut region.

- To study the extent of Goal Orientation of the prospective teachers at secondary level under University of Calicut region.

- To find out whether there exist any significant difference in the Learning Strategies of prospective teachers at secondary level based on sub samples

  - Gender

  - Locale of the institution

  - Type of Management

- To find out whether there exist any significant difference in the Goal Orientation of prospective teachers at secondary level based on sub samples

  - Gender

  - Locale of the institution

  - Type of Management

- To find out the relationship between Learning Strategies and Goal Orientation of prospective teachers at secondary level under University of Calicut region.

Hypotheses

1. There exists significant difference in the Learning Strategies of prospective teachers at secondary level based on the sub samples

   - Gender

   - Locale of the institution

   - Type of management

2. There exists significant difference in goal orientation of prospective teachers at secondary level based on the sub samples

   - Gender

   - Locale of the institution

   - Type of management

3.   There exists significant relationship between Learning Strategies and Goal Orientation of prospective teachers at secondary level.

Preliminary Analysis

As a preliminary analysis the distribution of scores of the variables were examined. The Mean, Median, Mode, Standard deviation, Skewness and kurtosis were computed for the total sample and the relevant subsamples. These values are presented in the table. L.S and G.O in the table represents Learning strategies and Goal Orientation respectively.

Table.5

Preliminary Details

Sample	Category	Variable	Mean	Median	Mode	SD	Skewness	Kurtosis
N=500	Male	LS	107.86	108.5	113	12.32	0.45	0.96
		GO	133	139	139	17.62	-0.93	0.76
	Female	LS	107.67	108	113	11.1	-0.25	0.35
		GO	135.3	137	139	13	-0.45	0.1
	Govt./ Aided	LS	110.15	112	114	11.02	-0.65	1.56
		GO	134.14	135	139	13.61	-0.57	0.89
	Unaided	LS	105.62	105	113	10.93	-0.21	0.19
		GO	135.71	137.5	149	13.46	-0.55	-0.08
	Urban	L.S.	108.07	109	114	10.99	-0.6	0.19
		GO	133.74	135	141	13.83	-0.56	0.73
	Rural	LS	107.42	108	113	11.34	0.1	0.22
		GO	135.87	138	139	13.28	-0.55	0.06
	Total	LS	107.69	108	113	11.19	-0.17	0.41
	Total	GS	135	137	139	13.54	-0.55	0.37

From the table 5 it can be seen that there is not much variations between values of three measures of central tendencies viz, mean, median and mode of variables. The values of co-efficient of skewness and measures of kurtosis for the variables depart slightly from that of normality. This suggests that the selected variables of the study do not exactly fulfil the properties of normal distribution.

The distribution of the scores of the variables such as learning strategies and goal orientation of prospective teachers for total sample as graphically plotted was shown in the figures below.
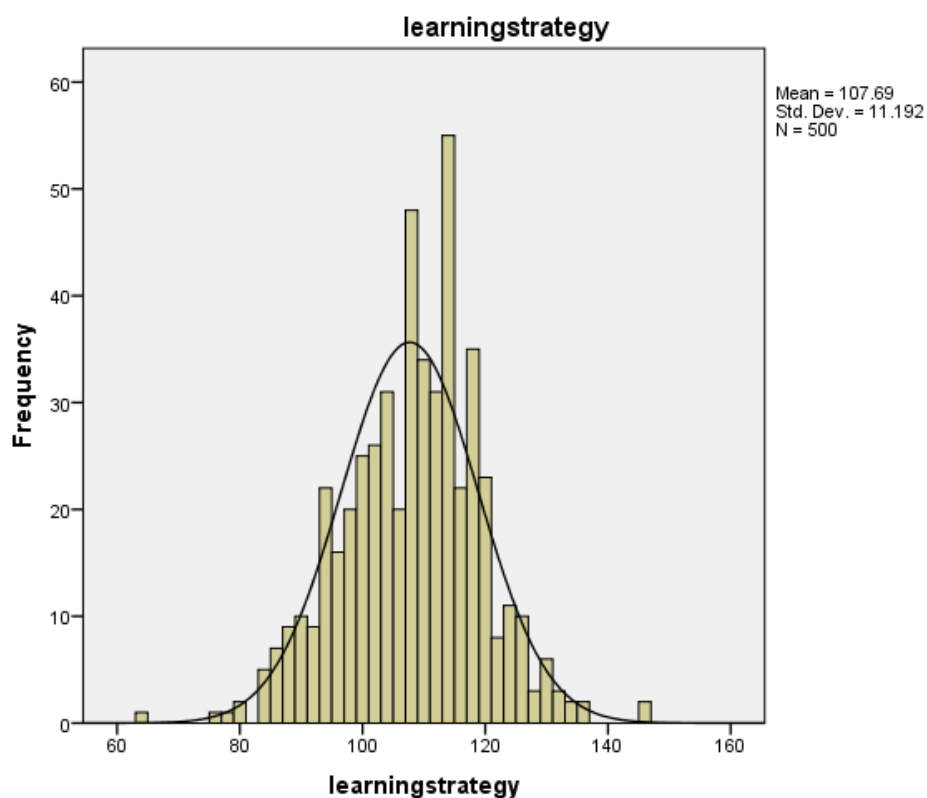
Figure 1. Graphical representation of Learning Strategies
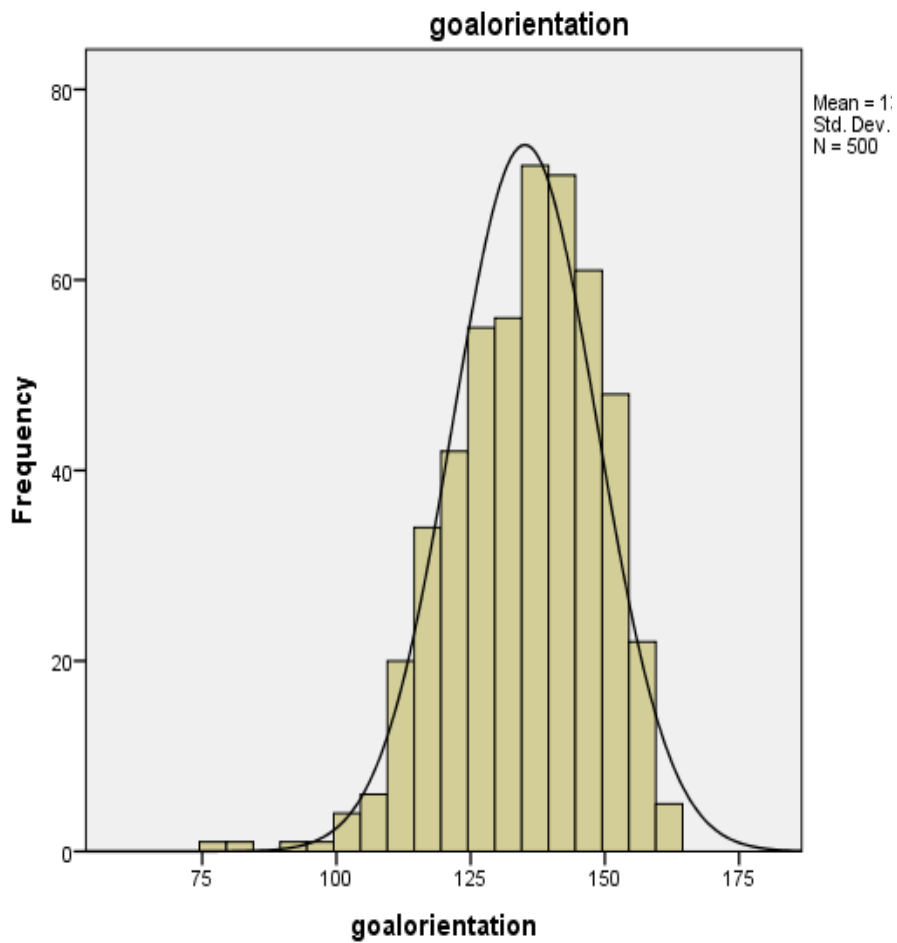
Figure 2. *Graphical representation of Goal Orientation*

Major Analysis

II A) Test of significance of Mean Difference of Learning Strategies of prospective teachers at secondary level based on gender.

To find out whether there was any significant difference in the mean scores of learning strategies of prospective teachers at secondary level based on gender ,their mean scores has been compared. The critical ratio is given in the table.

Table 6

Data and the result of test of significance of mean scores of learning Strategies of prospective teachers based on gender

Category	Mean	SD	t-value	Level of Significance
Male	107.84	12.32	0.99	Not Significant
Female	107.67	11.1		

Discussion of the result

From the table 6 it can be observed that the mean score of male prospective teachers is 107.86 and standard deviation is 12.32 and that of female prospective teachers is 107.67 and standard deviation is 11.1 respectively.

The t-value obtained in the case of learning strategy of prospective teachers at secondary level based on gender is 0.09 which is a smaller value than 1.96, the table value for significance at 0.05 level. This indicates that there is no significant difference between mean scores of learning strategy of prospective teachers at secondary level based on gender.

Comparison of learning strategies of prospective teachers based on gender is graphically represented below in figure1.

Figure 3. Graphical representation of mean difference of learning strategies of prospective teachers based on gender.

B) **Test of significance of Mean Difference of Learning Strategies of prospective teachers at secondary level based on locale of the institution.**

To find out whether there was any significant difference in the mean scores of Learning Strategies of prospective teachers at secondary level based on the locale of institution. Their mean scores have been compared. The critical ratio is given in the table

Table 7

Data and the result of test of significance of mean scores of learning Strategies of prospective teachers based on locale

.Category	Mean	SD	t-value	Level of Significance
Urban	108.07	10.99		Not Significant
Rural	107.42	10.93	0.64	

Discussion of the result

From the table   7   it can be observed that the mean score of prospective teachers in urban area is 108.07 and standard deviation is 10.99 and that of prospective teachers in rural area is 107.42 and standard deviation is 10.93 respectively.

The t-value obtained in the case of learning strategies of prospective teachers at secondary level is 0.64 which is a smaller value than 1.96, the table value for significance at 0.05 level. This suggests that there is no significant difference between mean scores of learning strategies of prospective teachers at secondary level based on the locale of the institution.

Comparison of learning Strategies of prospective teachers based on the locale of institution is graphically represented below in figure

.

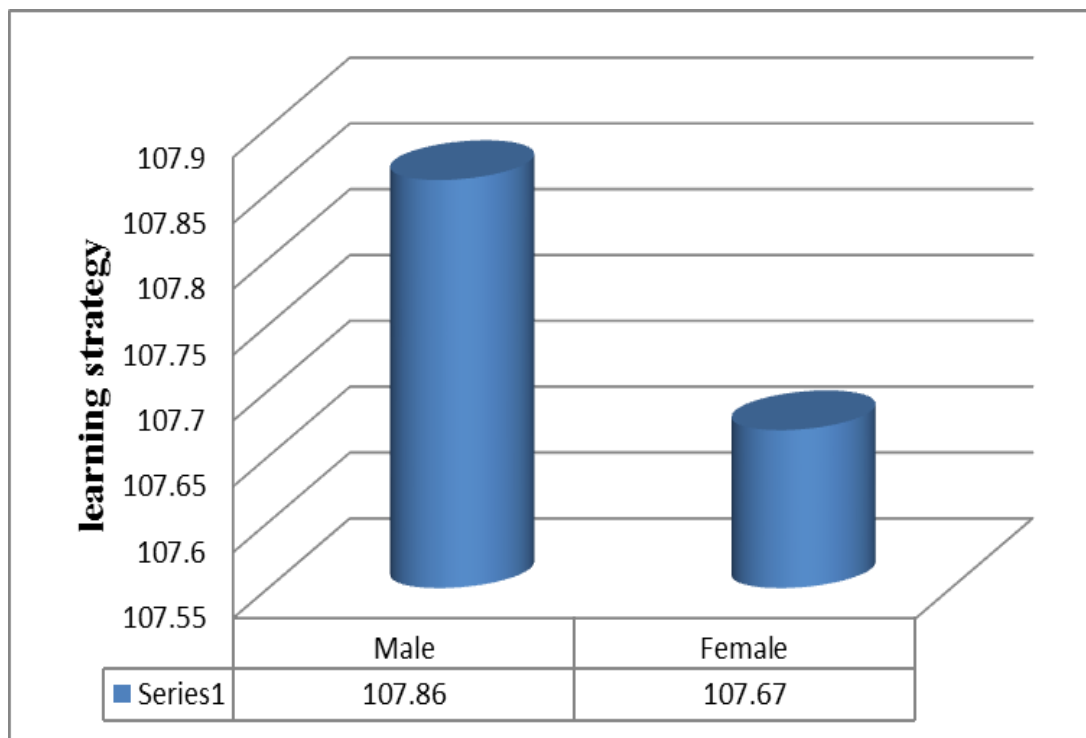*Figure 4.* Graphical representation of mean difference of learning strategies of prospective teachers based on the locale of institution.

C) Test of significance of Mean Difference of Learning Strategies of prospective teachers at secondary level based on Type of Management.

To find out whether there was any significant difference in the mean scores of learning strategies of prospective teachers at secondary level based on type of management. Their mean scores have been compared. The critical ratio is given in the table

Table 8

Data and the result of test of significance of mean scores of learning Strategies of prospective teachers based on type of management.

.Category	Mean	SD	t-value	Level of Significance
Govt./ aided	110.05	11.02	4.6	Significant
Unaided	105.62	10.93		

Discussion of the result.

From the table 8 it can be observed that the mean score of government /aided prospective teachers is 110.015 and standard deviation is 11.02 and that of unaided prospective teachers is 105.62 and standard deviation is 10.93 respectively.

The t-value obtained in the case of learning strategy of prospective teachers at secondary level is 4.6 which is greater value than 1.96, the table value for significance at 0.05 level. This indicates that there is significant difference between mean scores of learning strategy of prospective teachers at secondary level based on type of management.

Comparison of learning Strategies of prospective teachers based on type of management is graphically represented below in figure 5.
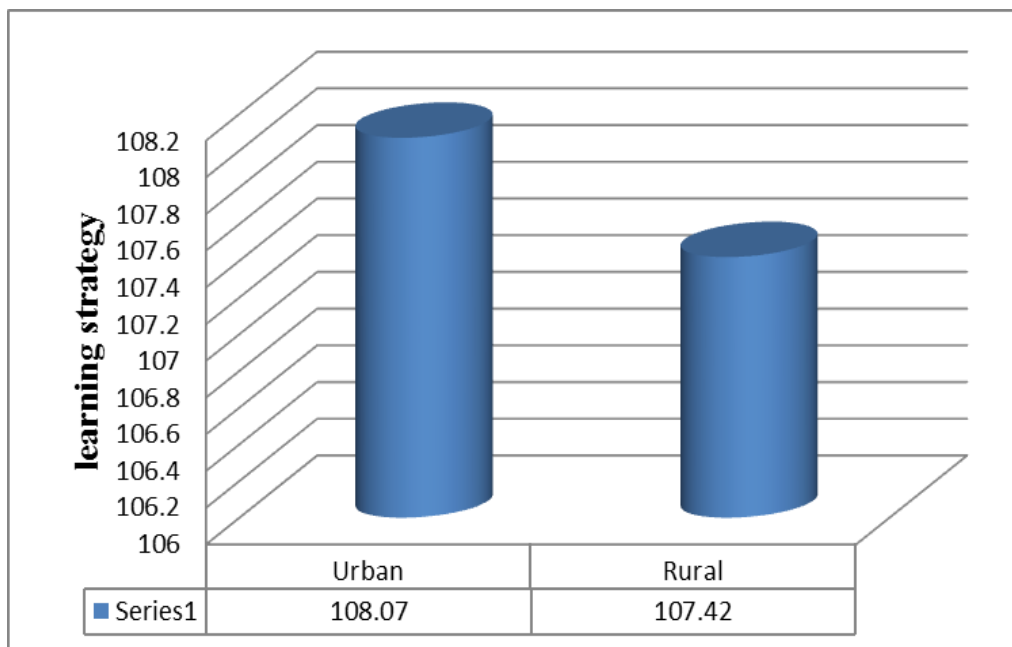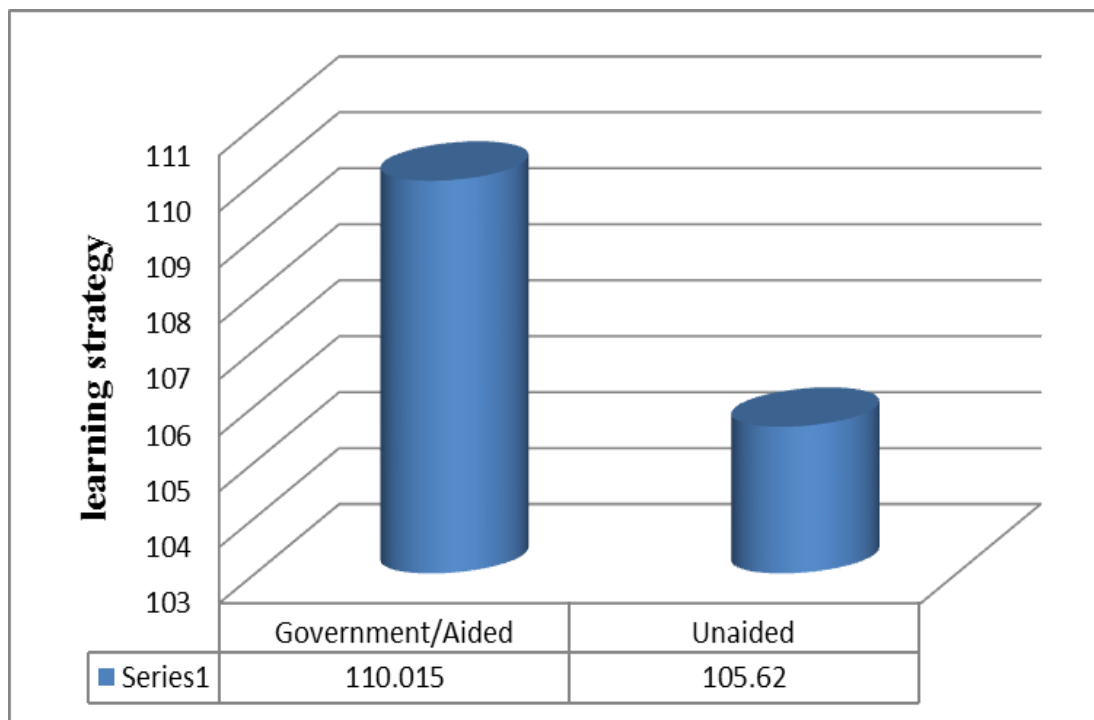
Figure 5. Graphical representation of mean difference of learning strategies of prospective teachers based on type of management

D) Test of significance of Mean Difference of Goal Orientation of prospective teachers at secondary level based on gender.

To find out whether there was any significant difference in the mean scores of goal orientation of prospective teachers at secondary level based on gender. Their mean scores has been compared. The critical ratio is given in the table.

Table 9

Data and the result of test of significance of mean scores of goal orientation of prospective teachers based on gender

.Category	Mean	SD	t-value	Level of Significance
Male	133	17.62	0.82	Not Significant
Female	135.3	13		

Discussion of the result.

From the table 9 it can be observed that the mean score of goal orientation of male prospective teachers is 133 and standard deviation is 17.62 and that of female prospective teachers is 135.3 and standard deviation is 13 respectively.

The t-value obtained in the case of goal orientation of prospective teachers at secondary level is 0.82 which is a smaller value than 1.96, the table value   for significance at 0.05 level. This suggests that there is no significant difference between mean scores of goal orientation of prospective teachers at secondary level based on gender.

Comparison of goal orientation of prospective teachers based on gender is graphically represented below in figure 4

Figure 6. Graphical representation of mean difference of goal orientation of prospective teachers based on gender

F) **Test of significance of Mean Difference of Goal Orientation of prospective teachers at secondary level based on locale of the institution.**

To find out whether there was any significant difference in the mean scores of Goal orientation of prospective teachers at secondary level based on the locale of institution. Their mean scores has been compared. The critical ratio is given in the table.

Table 10

Data and the result of test of significance of mean scores of goal orientation of prospective teachers based on locale

.Category	Mean	SD	t-value	Level of Significance
Urban	135.87	13.61	1.73	Not Significant
Rural	133.74	13.7.4		

Discussion of the result.

From the table 10 it can be observed that the mean score of goal orientation of prospective teachers in urban area is 135.87 and standard deviation is 13.61 and that of prospective teachers in rural area is 133.74 and standard deviation is 13.74 respectively.

The t-value obtained in the case of Goal orientation of prospective teachers at secondary level is 1.73 which is a smaller value than 1.96, the table value for significance at 0.05 level. This suggests that there is no significant difference between mean scores of goal orientation of prospective teachers at secondary level based on the locale of the institution.

Comparison of learning Strategies of prospective teachers based on the locale

of institution is graphically represented below in figure

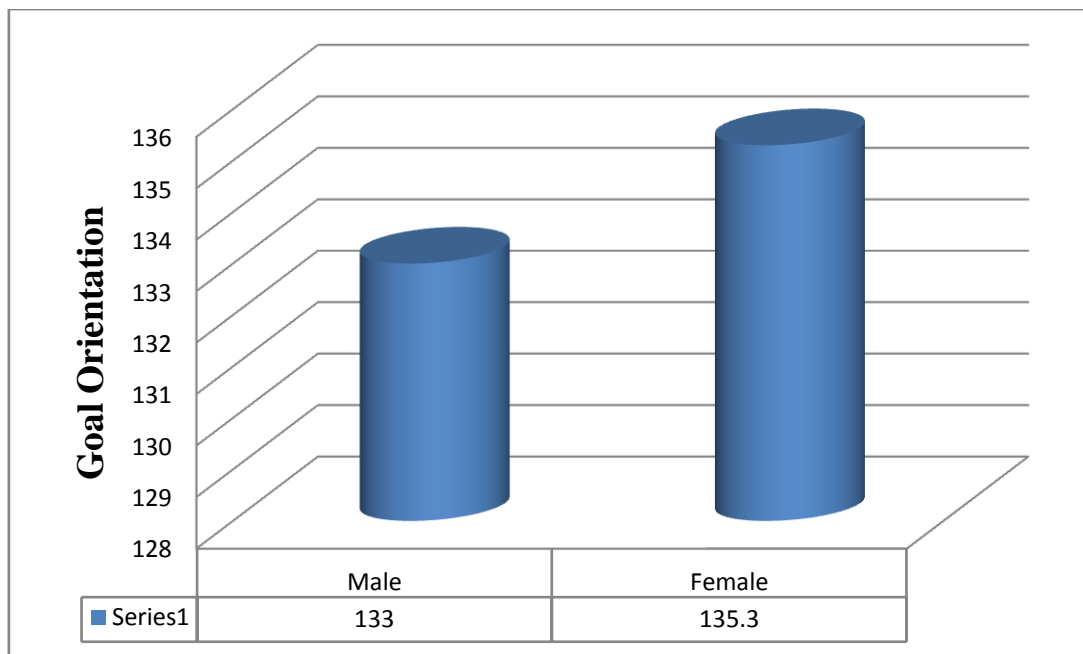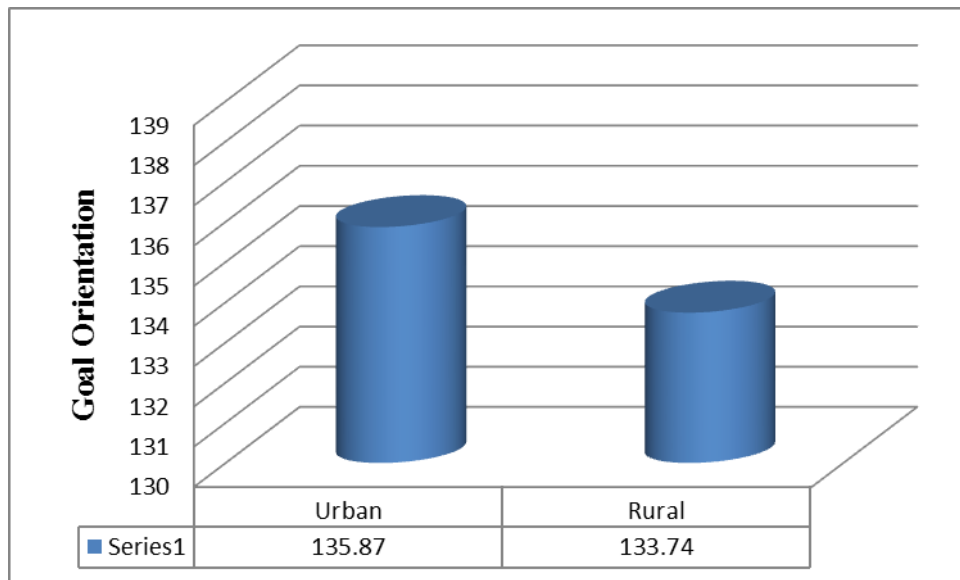*Figure 7.* Graphical representation of mean difference of goal orientation of

prospective teachers based on the locale of institution

F)   Test of significance of Mean Difference of Goal Orientation of prospective teachers at secondary level based on Type of Management.

To find out whether there was any significant difference in the mean

scores of Goal Orientation of prospective teachers at secondary level based on

type of management. Their mean scores have been compared. The critical

ratio is given in the table.

Table 11

Data and the result of test of significance of mean scores of goal orientation of prospective teachers based on type of management.

.Category	Mean	SD	t-value	Level of Significance
Govt./ Aided	134.14	13.46		Not Significant
Unaided	135.71	13.83	1.35	

Discussion of the result

From the table 11 it can be observed that the mean score of goal orientation of government /aided prospective teachers is 134.14 and standard deviation is 13.46 and that of unaided prospective teachers is 135.71 and standard deviation is 13.83 respectively

The t-value obtained in the case of goal orientation of prospective teachers at secondary level based on type of management is 1.35 which is a smaller value than 1.96, the table value for significance at 0.05 level. This suggests that there is no significant difference between mean scores of goal orientation of prospective teachers at secondary level based on type of management.

Comparison of goal orientation of prospective teachers based on type of management is graphically represented below in figure
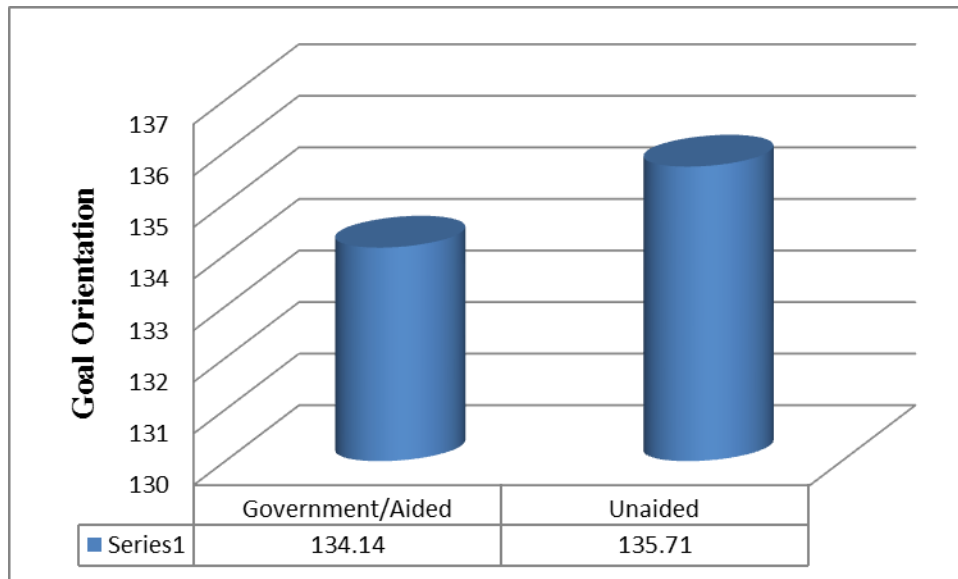
Figure 8. Graphical representation of mean difference of goal orientation of prospective teachers based on type of management

III. Relationship between Learning Strategies and Goal Orientation of prospective teachers at secondary level.

Table 12

Correlation co-efficient of Learning Strategies and Goal Orientation for the total sample

Variable	Sample	r	Fisher t	Confidence Interval	Shared Variance	Level of Significance
Learning Strategies & Goal Orientation	500	0.56	15.08	0.53, 0.59	31.36	0.01

Discussion of the Result

From the table 12, it can be seen that the co-efficient of correlation for the variables learning strategies and goal orientation for the total sample is 0.56 which indicate that the relation between these two variables are positive. The magnitude of 'r' indicates that there exists substantial or marked relationship between learning strategies and goal orientation of prospective at secondary level. The magnitude of 'r' suggests that the two variables are positively related. The relationship between two variables were tested for significance of 'r' and that 't' value obtained is 15.08 which is greater than2.58 table value 0.01 level. This indicates the two variables are significantly correlated for the total sample.

The confidence interval at 0.01 level were calculated as 0.53,0.59 and the value shows that the population are expected to fall within the corresponding limit at 0.01 level of probability. The obtained shared variance between these two variables for the total sample is 31.36 which indicate that 31.3% of variance of variable learning strategies is attributable to the variable goal orientation.

Conclusion

From the analysis the investigator reached at a conclusion. There is no significant differences in the mean scores of learning strategies and goal orientation of prospective teachers at secondary level for the total sample. Also there is substantial or marked relationship between these two variables.

SUMMARY, FINDINGS, CONCLUSION AND SUGGESTIONS

➢ Study in Retrospect

➢ Variables of the study

➢ Objective of the study

➢ Major findings of the study

➢ Tenability of Hypotheses

➢ Educational Implications

➢ Suggestions for further Research

SUMMARY, FINDINGS, CONCLUSION
AND SUGGESTIONS

This chapter highlights the significant stages of study the important findings, their educational implications and suggestions for further research.

Study in Retrospect

Various aspects related to the different stages in the extension of the present study like problem, variables, objectives, hypotheses, methodology are viewed retrospectively.

Restatement of the Problem

LEARNING STRATEGIES OF PROSPECTIVE TEACHERS UNDER UNIVERSITY OF CALICUT REGION IN RELATION TO GOAL ORIENTATION.

Variables of the study

The main variables involve in the study are

1)   Goal orientation
2)   Learning strategy

Gender, Type of management and Locale are treated as the categorical variables.

Objectives of the Study

- To study the extent of Learning Strategies of prospective teachers at secondary level under University of Calicut region.

- To study the extent of Goal Orientation of the prospective teachers at secondary level under University of Calicut region.

- To find out whether there exist any significant difference in the Learning Strategies of prospective teachers at secondary level based on sub samples

  - Gender

  - Locale of the institution

  - Type of Management

- To find out whether there exist any significant difference in the Goal Orientation of prospective teachers at secondary level based on sub samples

  - Gender

  - Locale of the institution

  - Type of Management

- To find out the relationship between Learning Strategies and Goal Orientation of prospective teachers at secondary level under University of Calicut region

Hypotheses

4.   There exists significant difference in the Learning Strategies of prospective teachers at secondary level based on the sub samples

- Gender

- Locale of the institution

- Type of management

5.   There exists significant difference in goal orientation of prospective teachers at secondary level based on the sub samples

- Gender

- Locale of the institution

- Type of management

6.   There exists significant relationship between Learning Strategies and Goal Orientation of prospective teachers at secondary level.

Methodology of the study

The methodology of the present study is outlined below.

Sample

The sample selected for this study contains 500 prospective teachers at secondary level under University of Calicut region .The sample selection was

done using stratified random sampling technique giving the representation to Gender, Locale, Type of management.

The investigator will make use of the survey method for the conduct of the study.

Tools for the study

1. Learning Strategy Scale (Kumar, et. al 2001)

2. Goal orientation scale (Sherin & Rishad 2017)

Statistical Techniques

Preliminary Analysis

- Measures of central tendency -Mean, Median, Mode.

- Standard Deviation, Skewness, Kurtosis.

Major Analysis

- Two –tailed test of significance of difference between mean scores for large independent sample (t-test)

- Pearson's Product Moment Coefficient of Correlation

Major Findings of the Study

➢ The t-value obtained in the case of learning strategy of prospective teachers at secondary level based on gender is 0.09 which is a smaller

value than 1.96, the table value for significance at 0.05 level. Hence there is no significant difference between mean scores of learning strategy of prospective teachers at secondary level based on gender.

➢ The t-value obtained in the case of learning strategies of prospective teachers at secondary level based on the locale of the institution is 0.64. This suggests that there is no significant difference between mean scores of learning strategies of prospective teachers at secondary level based on the locale of the institution

➢ The t-value obtained in the case of learning strategy of prospective teachers at secondary level based on type of management is 4.6. which is greater value than 1.96, the table value for significance at 0.05 level. There is significant difference between mean scores of learning strategy of prospective teachers based on type of management.

➢ The t-value obtained in the case of goal orientation of prospective teachers at secondary level based on gender is 0.82 .So there is no significant difference between mean scores of goal orientation of prospective teachers based on gender.

➢ The t-value obtained in the case of Goal orientation of prospective teachers at   secondary level based on the locale of the institution is 1.73 . There is no significant difference between mean scores of goal

orientation of prospective teachers at secondary level based on the locale of the institution

➢ The t-value obtained in the case of goal orientation of prospective teachers at secondary level based on type of management is 1.35 which is a smaller value than 1.96, the table value for significance at 0.05 level. Hence there is no significant difference between mean scores of goal orientation of prospective teachers based on type of management.

➢ The co-efficient of correlation for the variables learning strategies and goal orientation for the total sample is 0.56 which indicate that there is substantial or marked relationship between these two variables.

Tenability of Hypotheses

Based on the findings the tenability of hypotheses of the study was reviewed.

➢ The first hypothesis state that "there exists significant difference in the Learning Strategies of prospective teachers at secondary level based on the sub samples gender, locale and type of management". The findings revealed that there is no significant difference between mean scores of learning strategies of prospective teachers at secondary level based on gender and locale. But there exist significant difference in the learning

strategies of prospective teachers based on type of management. So the first hypothesis is partially substantiated.

➢ The second hypothesis is that "there exists significant difference in goal orientation of prospective teachers at secondary level based on the sub samples gender, locale and type of management". The findings reveals that there is no significant difference between mean scores of goal orientation of prospective teachers at secondary level based on type of management, locale and type of management. So the second hypothesis is rejected.

➢ The third hypothesis is that "there exists significant relationship between Learning Strategies and Goal Orientation of prospective teachers at secondary level. It was found that there is substantial or marked relationship between these two variables. So the third hypothesis is substantiated.

Conclusion

The study was designed with the objective of finding the relationship between learning strategies and goal orientation of prospective teachers at secondary level. This was studied through statistical techniques like Pearson's coefficient of correlation 'r'

Based on the analysis, the investigator reached the following conclusions. There exists a substantial or marked relationship between learning strategies and goal orientation of prospective teachers at secondary level .Significant difference does not exist in the mean scores of learning strategies and goal orientation of prospective teachers based on gender and locale of the institution. Though, a significant difference exist in the mean score of learning strategies of prospective teachers based on the type of management.

Educational Implication of the Study

The study was intended to find out whether there is any significant relation between the learning strategies and goal orientation of prospective teachers .The study reveals that there is substantiate or moderate relationship between learning strategies and goal orientation of prospective teachers.

Learning strategy is a very important quality of a student to improve overall performance. It also helps to control the decline in education and strengthens educational process. Learners are of different kinds. They develops learning strategies in different levels to improve their learning.

- Training colleges must provide opportunities for prospective teachers to carry out the experiments by themselves for developing different learning strategies.

- Prospective teachers should be aware of their own learning strategies

- Designing of own learning strategies will enhance the effectiveness and perfection of learning.

- Prospective teachers need to develop different learning strategies for their improvements in learning.

Goals are the means of achieving values and there by fulfilling the needs. Goal orientation is a powerful process for thinking about the person's ideal future, and for motivating oneself to turn to one's vision of future. Goal orientation is related to personality types or continuing personal attributes.

- Teachers need to encourage prospective teachers to become mastery goal oriented individuals.

- Prospective teachers need to develop goal orientation then only they can achieve success in their life.

- Training colleges should provide maximum opportunities for prospective teachers to become more effective teachers.

Suggestions for Further Research

1.   A similar study can be undertaken to reveal the relationship between learning strategies and other variables like self-esteem.

2.   The present study limited within four districts of Kerala .The same study can be conducted among students of professional colleges.

3.   Effect of home environment on goal orientation of students can be studied.

4.   Relationship between learning style and goal orientation can be studied.

5.   Relationship between goal orientation and academic engagement can be studied

6.   Relationship between soft skills and goal orientation can be studied.

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APPENDICES

APPENDIX I

GOAL ORIENTATION SCALE - 2017

FAROOK TRAINING COLLEGE

(Draft)

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Farook Training College

നിർദ്ദേശങ്ങൾ

നിങ്ങളെ സംബന്ധിച്ചുള്ള കുറെ പ്രസ്താവനകളാണ് താഴെ കൊടു ത്തിട്ടുള്ളത്. ഒരു വിദ്യാർത്ഥി/വിദ്യാർത്ഥിനി എന്ന നിലയിൽ നിങ്ങൾ നേരിടു ന്ന ചില സന്ദർഭങ്ങളാണ് പ്രസ്താവനയിലൂടെ സൂചിപ്പിക്കുന്നത്. ഓരോ പ്രസ്താവനയും ശ്രദ്ധാപൂർവ്വം വായിച്ച് അവ നിങ്ങളെ സംബന്ധിച്ചിടത്തോ ളം എത്രമാത്രം ശരിയാണെന്ന് തീരുമാനിക്കുക. നിങ്ങളുടെ പ്രതികരണങ്ങൾ അഞ്ചുതരത്തിലാകാം. 1)എല്ലായ്പ്പോഴും 2) മിക്കപ്പോഴും 3) ചിലപ്പോൾ മാ ത്രം 4) അപൂർവ്വമായി 5) ഒരിക്കലുമില്ല. പ്രതികരണം രേഖപ്പെടുത്താൻ പ്ര ത്യേകം തന്നിട്ടുള്ള കടലാസിൽ നിങ്ങളുടെ പ്രതികരണം (✓) എന്ന അടയാ ളം കൊടുത്ത് രേഖപ്പെടുത്തുക. എല്ലാ പ്രസ്താവനകൾക്കും പ്രതികരണം രേഖപ്പെടുത്താൻ പ്രത്യേകം ശ്രദ്ധിക്കുക. നിങ്ങളുടെ പ്രതികരണങ്ങൾ രഹ സ്യമായി സൂക്ഷിക്കുന്നതും ഗവേഷണാവശ്യത്തിനു മാത്രം ഉപയോഗിക്കുന്ന തുമാണ്.

1. പഠനത്തിനുവേണ്ടി ഞാൻ എന്റെ കഴിവിന്റെ പരമാവധി ശ്രമിക്കാ റുണ്ട്.

2. മറ്റുള്ളവരേക്കാൾ മികച്ച പഠനം കാഴ്ചവെക്കുന്നതിൽ ഞാൻ അമിത പ്രാധാന്യം കൽപ്പിക്കാറുണ്ട്.

3. നല്ല പ്രകടനം കാഴ്ചവെക്കാൻ കഴിയില്ലേ എന്ന ഭയമാണ് എന്നിൽ പ്ര ചോദനമാകുന്നത്.

4. പഠിക്കുവാനുള്ള കാര്യങ്ങൾ ആഴത്തിൽ മനസ്സിലാക്കുവാൻ ഞാൻ ശ്ര മിക്കാറുണ്ട്

5. എന്റെ കഴിവുകൾ പ്രകടിപ്പിക്കാൻ ലഭിക്കുന്ന എല്ലാ അവസരങ്ങളും ഞാൻ പൂർണ്ണമായും ഉപയോഗിക്കാറുണ്ട്.

6. പരീക്ഷകളിൽ ക്ലാസ്സിലെ കുറഞ്ഞ മാർക്ക് ലഭിക്കുമ്പോൾ ഞാൻ ആ ശങ്കപ്പെടാറുണ്ട്.

7. പ്രയാസം നേരിടേണ്ടി വരുന്ന സാഹചര്യങ്ങളിൽ നിന്നും പരമാവധി ഞാൻ ഒഴിഞ്ഞു നിൽക്കും.

8. പഠിക്കുവാനുള്ള പാഠഭാഗങ്ങൾ ഞാൻ മുൻകൂട്ടി തയ്യാറാക്കി വെക്കാറുണ്ട്.

9. പുതിയ കാര്യങ്ങൾ പഠിക്കുന്നതിൽ ഞാൻ വളരെ സന്തോഷവാനാണ്.

10. ക്ലാസിലെ കൂട്ടുകാരുമായി ഇടപഴകി പഠിക്കുവാൻ എനിക്ക് താല്പര്യ മുണ്ട്.

11. ഏതൊരു പ്രവർത്തനത്തിൽ ഏർപ്പെടുമ്പോഴും മറ്റുള്ളവരേക്കാൾ ന ന്നായി ചെയ്യുക എന്നതാണ് എനിക്ക് പ്രധാനം.

12. പഠനപാഠ്യേതര വിഷയങ്ങളിൽ വ്യത്യസ്തങ്ങളായ രീതികളും കാഴ്ച പ്പാടുകളും സ്വീകരിക്കാറുണ്ട്.

13. കോഴ്സിൽ ഉയർന്ന മാർക്ക് നേടുക എന്നതാണ് എന്റെ ലക്ഷ്യം.

14. സംഘപ്രവർത്തനങ്ങളിൽ ഏർപ്പെടുമ്പോൾ സ്വന്തം സംഘത്തെക്കുറി ച്ച് മോശം അഭിപ്രായം ഒഴിവാക്കുവാനായി മെച്ചപ്പെട്ട പ്രകടനം നട ത്താൻ സംഘാംഗങ്ങളെ പ്രചോദിപ്പിക്കാറുണ്ട്.

15. പരീക്ഷയിൽ കുറഞ്ഞ മാർക്ക് ലഭിക്കുമോ എന്നത് എനിക്ക് ഭയമുള്ള കാര്യമാണ്.

16. മറ്റുള്ളവരേക്കാൾ കൂടുതൽ മാർക്ക് ലഭിക്കണമെന്ന് ഞാൻ ആഗ്രഹി ക്കാറുണ്ട്.

17. വെല്ലുവിളികൾ ഉണർത്തുന്ന പഠനോപാധികൾ തെരഞ്ഞെടുക്കുന്നതു കൊണ്ട് എനിക്ക് പുതിയ അറിവുകൾ കിട്ടാൻ സഹായകമാകാറുണ്ട്

18. പഠന പാഠ്യേതരപ്രവർത്തനങ്ങൾ കുറവുള്ള ദിവസങ്ങളിൽ ഞാൻ സ ന്തോഷിക്കാറുണ്ട്.

19. ആഴത്തിൽ മനസ്സിലാക്കുന്നതിനു വേണ്ടിഞാൻ ക്ലാസുകൾ ശ്രദ്ധിക്കാ റുണ്ട്.

20. ഏതൊരുകാര്യവും ചെറിയ പ്രയത്നം കൊണ്ട് ചെയ്തു തീർക്കു മ്പോൾ ഞാൻ സന്തോഷവാനാകാറുണ്ട്.

21. കോളേജിലെ പ്രവർത്തനങ്ങളിൽ ഏർപ്പെടുമ്പോൾ എന്റെ കഴിവും അ റിവും പരമാവധി ഉപയോഗിക്കുവാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്.

22. അഭിമാനത്തിന് മുൻതൂക്കം കൊടുക്കുന്ന രീതിയിലാണ് എന്റെ പഠന രീതികളെല്ലാം.

23. തെറ്റുകളെ പഠനത്തിന്റെ ഭാഗമായി കാണുന്നതിലൂടെ സ്വയം മെച്ചപ്പെ ടാനുള്ള അവസരം എനിക്ക് ലഭിക്കാറുണ്ട്.

24. അധ്യാപകരെ എന്റെ പഠനത്തിന്റെ നല്ല ഒരു മാർഗമായിട്ടാണ് ഞാൻ കാണുന്നത്.

25. പരീക്ഷയിൽ ഉണ്ടാകുന്ന പരാജയത്തെ എന്റെ കഴിവില്ലായ്മയായിട്ടാ ണ് ഞാൻ കാണുന്നത്.

26. തെറ്റുകൂടാതെ കാര്യങ്ങൾ ചെയ്യുന്നതിൽ എനിക്ക് സന്തോഷം തോ ന്നാറുണ്ട്.

27. എന്നെ ഏൽപ്പിച്ച കാര്യങ്ങൾ നന്നായി ചെയ്യാൻ കഴിയും എന്ന ആത്മ വിശ്വാസം എനിക്കുണ്ട്.

28. അധ്യാപകരെ ഞാൻ എന്റെ വിധികർത്താവായിട്ടാണ് കാണുന്നത്.

29.. എന്റെ വിജയത്തിൽ മറ്റുള്ളവർ പ്രശംസിക്കുന്നത് എനിക്ക് സ ന്തോഷം ഉളവാക്കാറുണ്ട്

30. പ്രയാസമേറിയ പാഠഭാഗങ്ങൾ പഠിച്ച് അധ്യാപകരോടോ കൂട്ടുകാ രോടോ പങ്കുവെക്കുന്നത് എനിക്ക് താല്പര്യമുള്ള കാര്യമാണ്.

31. മറ്റുള്ളവരുടെ മുന്നിൽ അപമാനിതനാകാതിരിക്കാൻ ഞാൻ എന്റെ ക ഴിവിന്റെ പരമാവധി ശ്രമിക്കാറുണ്ട്.

32. ഏറ്റെടുക്കുന്ന കാര്യങ്ങളിൽ ഒരുവട്ടം പരാജയം നേരിട്ടാൽ കഠിന പ്ര യത്നത്തിലൂടെ വിജയം കൈവരിക്കാൻ ഞാൻ ശ്രമിക്കും.

33. എന്റെ അധ്യാപകരും മാതാപിതാക്കളും സഹപാഠികളും എന്റെ കഴി വുകൾ തിരിച്ചറിയണമെന്ന് ഞാൻ ആഗ്രഹിക്കാറുണ്ട്.

34. മറ്റുള്ളവരേക്കാൾ മോശമായേ ചെയ്യാൻ പറ്റുകയുള്ളൂ എന്ന് തോന്നു ന്ന കാര്യങ്ങളിൽ നിന്നും ഞാൻ പരമാവധി മാറി നിൽക്കാറുണ്ട്.

35. എന്റെ കഴിവുകളുടെ വികസനം എന്റെ വ്യക്തിപരമായ വികസന ത്തിനും വളർച്ചയ്ക്കും കാരണമാകുന്നുവെന്ന് ഞാൻ വിശ്വസി ക്കുന്നു.

36. പരീക്ഷ പേപ്പറുകളും അസൈൻമെന്റുകളും തിരികെ ലഭിക്കുമ്പോൾ ഞാൻ മറ്റുള്ള സഹപാഠികളുടേതുമായി താരതമ്യം ചെയ്തുനോക്കാ റുണ്ട്.

37. പഠനവുമായി ബന്ധപ്പെട്ട പ്രവർത്തനങ്ങളിൽ ഏർപ്പെടുമ്പോൾ ഞാൻ എന്നെ തന്നെ വെല്ലുവിളിക്കാറുണ്ട്.

38. പഠനത്തിൽ കഠിന പരിശ്രമം നടത്തിയിട്ടും പ്രതീക്ഷിച്ച ഫലം ലഭി ക്കാത്തത് വേണ്ടത്ര ബുദ്ധി ഇല്ലാത്തതുകൊണ്ടാണെന്ന് ഞാൻ ചിന്തി ക്കുന്നത്.

39. കോളേജിലെ എല്ലാ പ്രവർത്തനങ്ങളിലും ഞാൻ സജീവമായി പങ്കെടു ക്കാറുണ്ട്.

40. ഞാൻ ഏർപ്പെടുന്ന പ്രവർത്തനങ്ങളിൽ വിജയം വരിച്ചാൽ മാത്രമേ ഞാൻ സംതൃപ്തനാകുകയുള്ളു.

41. ഞാൻ സമർത്ഥനല്ല എന്ന തോന്നൽ മറ്റുള്ളവർക്ക് ഉണ്ടാകുമോ എന്ന ഭയം എന്നിൽ ഉണ്ടാകാറുണ്ട്.

42. എന്റെ കഴിവുകൾ വികസിപ്പിക്കുന്നതിലൂടെ എന്റെ ചിന്തകളും പ്രവർ ത്തികളും വളർത്താനുള്ള അവസരം ലഭിക്കുമെന്ന് ഞാൻ വിശ്വസി ക്കാറുണ്ട്.

43. അധ്യാപകരുടെ ഗുണദോഷിക്കൽ എന്റെ ആത്മവിശ്വാസത്തെ കുറ യ്ക്കുമോ എന്ന് ഞാൻ ഭയപ്പെടാറുണ്ട്.

44. ഒരു പരീക്ഷയിൽ എന്നേക്കാൾ കൂടുതൽ മാർക്ക് നേടിയവരെ അടു ത്ത പരീക്ഷയിൽ മറികടക്കാൻ ഞാൻ പരമാവധിശ്രമിക്കാറുണ്ട്.

45. പഠനപ്രവർത്തനങ്ങൾ പൂർത്തീകരിക്കേണ്ട ദിവസം ബാഹ്യതടസ്സങ്ങൾ ഉണ്ടാവണമെന്നും തന്മൂലം സമയം ദീർഘിപ്പിച്ചു ലഭിക്കണമെന്നും ഞാൻ ആഗ്രഹിക്കാറുണ്ട്.

GOAL ORIENTATION SCALE

<u>RESPONSE SHEET</u>

Name :   Gender   :
Male/Female

Name of the Institution: Locality   : Urban/Rural

Type of Management: Govt./Aided/Unaided   Educational Qualification:

Optional Subject   :

ക്രമ നമ്പർ	ഒരിക്കലുമില്ല	അപൂർവ്വമായി	ചില സമയത്ത്	മിക്കപ്പോഴും	എല്ലായ്പോഴും		ക്രമ നമ്പർ	ഒരിക്കലുമില്ല	അപൂർവ്വമായി	ചില സമയത്ത്	മിക്കപ്പോഴും	എല്ലായ്പോഴും
1							24					
2							25					
3							26					
4							27					
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APPENDIX II

GOAL ORIENTATION SCALE - 2017

FAROOK TRAINING COLLEGE

(Final)

Mr. Rishad Kolothumthodi   **Baby Sherin**
Asst. Professor   M.Ed Student
Farook Training College   Farook Training College

നിർദ്ദേശങ്ങൾ

നിങ്ങളെ സംബന്ധിച്ചുള്ള കുറെ പ്രസ്താവനകളാണ് താഴെ കൊടു ത്തിട്ടുള്ളത്. ഒരു വിദ്യാർത്ഥി/വിദ്യാർത്ഥിനി എന്ന നിലയിൽ നിങ്ങൾ നേരിടു ന്ന ചില സന്ദർഭങ്ങളാണ് പ്രസ്താവനയിലൂടെ സൂചിപ്പിക്കുന്നത്. ഓരോ പ്രസ്താവനയും ശ്രദ്ധാപൂർവ്വം വായിച്ച് അവ നിങ്ങളെ സംബന്ധിച്ചിടത്തോ ളം എത്രമാത്രം ശരിയാണെന്ന് തീരുമാനിക്കുക. നിങ്ങളുടെ പ്രതികരണങ്ങൾ അഞ്ചുതരത്തിലാകാം. 1)എല്ലായ്പ്പോഴും 2) മിക്കപ്പോഴും 3) ചിലപ്പോൾ മാ ത്രം 4) അപൂർവ്വമായി 5) ഒരിക്കലുമില്ല. പ്രതികരണം രേഖപ്പെടുത്താൻ പ്ര ത്യേകം തന്നിട്ടുള്ള കടലാസിൽ നിങ്ങളുടെ പ്രതികരണം (✓) എന്ന അടയാ ളം കൊടുത്ത് രേഖപ്പെടുത്തുക. എല്ലാ പ്രസ്താവനകൾക്കും പ്രതികരണം രേഖപ്പെടുത്താൻ പ്രത്യേകം ശ്രദ്ധിക്കുക. നിങ്ങളുടെ പ്രതികരണങ്ങൾ രഹ സ്യമായി സൂക്ഷിക്കുന്നതും ഗവേഷണാവശ്യത്തിനു മാത്രം ഉപയോഗിക്കുന്ന തുമാണ്.

1. പഠനത്തിനുവേണ്ടി ഞാൻ എന്റെ കഴിവിന്റെ പരമാവധി ശ്രമിക്കാ റുണ്ട്.

2. മറ്റുള്ളവരേക്കാൾ മികച്ച പഠനം കാഴ്ച്ചവെക്കുന്നതിൽ ഞാൻ അമിത പ്രാധാന്യം കൽപ്പിക്കാറുണ്ട്.

3. നല്ല പ്രകടനം കാഴ്ച്ചവെക്കാൻ കഴിയില്ലേ എന്ന ഭയമാണ് എന്നിൽ പ്ര ചോദനമാകുന്നത്.

4. പഠിക്കുവാനുള്ള കാര്യങ്ങൾ ആഴത്തിൽ മനസ്സിലാക്കുവാൻ ഞാൻ ശ്ര മിക്കാറുണ്ട്

5. എന്റെ കഴിവുകൾ പ്രകടിപ്പിക്കാൻ ലഭിക്കുന്ന എല്ലാ അവസരങ്ങളും ഞാൻ പൂർണ്ണമായും ഉപയോഗിക്കാറുണ്ട്.

6. പഠിക്കുവാനുള്ള പാഠഭാഗങ്ങൾ ഞാൻ മുൻകൂട്ടി തയ്യാറാക്കി വെക്കാറുണ്ട്.

7. പുതിയ കാര്യങ്ങൾ പഠിക്കുന്നതിൽ ഞാൻ വളരെ സന്തോഷവാനാണ്.

8. ക്ലാസിലെ കൂട്ടുകാരുമായി ഇടപഴകി പഠിക്കുവാൻ എനിക്ക് താല്പര്യ മുണ്ട്.

9. ഏതൊരു പ്രവർത്തനത്തിൽ ഏർപ്പെടുമ്പോഴും മറ്റുള്ളവരേക്കാൾ ന ന്നായി ചെയ്യുക എന്നതാണ് എനിക്ക് പ്രധാനം.

10. പഠനപാഠ്യേതര വിഷയങ്ങളിൽ വ്യത്യസ്തങ്ങളായ രീതികളും കാഴ്ച പ്പാടുകളും സ്വീകരിക്കാറുണ്ട്.

11. കോഴ്സിൽ ഉയർന്ന മാർക്ക് നേടുക എന്നതാണ് എന്റെ ലക്ഷ്യം.

12. സംഘപ്രവർത്തനങ്ങളിൽ ഏർപ്പെടുമ്പോൾ സ്വന്തം സംഘത്തെക്കുറി ച്ച് മോശം അഭിപ്രായം ഒഴിവാക്കുവാനായി മെച്ചപ്പെട്ട പ്രകടനം നട ത്താൻ സംഘാംഗങ്ങളെ പ്രചോദിപ്പിക്കാറുണ്ട്.

13. പരീക്ഷയിൽ കുറഞ്ഞ മാർക്ക് ലഭിക്കുമോ എന്നത് എനിക്ക് ഭയമുള്ള കാര്യമാണ്.

14. മറ്റുള്ളവരേക്കാൾ കൂടുതൽ മാർക്ക് ലഭിക്കണമെന്ന് ഞാൻ ആഗ്രഹി ക്കാറുണ്ട്.

15. പഠന പാഠ്യേതരപ്രവർത്തനങ്ങൾ കുറവുള്ള ദിവസങ്ങളിൽ ഞാൻ സ ന്തോഷിക്കാറുണ്ട്.

16. ആഴത്തിൽ മനസ്സിലാക്കുന്നതിനു വേണ്ടിഞാൻ ക്ലാസുകൾ ശ്രദ്ധിക്കാ റുണ്ട്.

17. ഏതൊരുകാര്യവും ചെറിയ പ്രയത്നം കൊണ്ട് ചെയ്തു തീർക്കു മ്പോൾ ഞാൻ സന്തോഷവാനാകാറുണ്ട്.

18. കോളേജിലെ പ്രവർത്തനങ്ങളിൽ ഏർപ്പെടുമ്പോൾ എന്റെ കഴിവും അ റിവും പരമാവധി ഉപയോഗിക്കുവാൻ ഞാൻ ശ്രമിക്കാറുണ്ട്.

19. അഭിമാനത്തിന് മുൻതൂക്കം കൊടുക്കുന്ന രീതിയിലാണ് എന്റെ പഠന രീതികളെല്ലാം.

20. തെറ്റുകളെ പഠനത്തിന്റെ ഭാഗമായി കാണുന്നതിലൂടെ സ്വയം മെച്ചപ്പെ ടാനുള്ള അവസരം എനിക്ക് ലഭിക്കാറുണ്ട്.

21. അധ്യാപകരെ എന്റെ പഠനത്തിന്റെ നല്ല ഒരു മാർഗമായിട്ടാണ് ഞാൻ കാണുന്നത്.

22. തെറ്റുകൂടാതെ കാര്യങ്ങൾ ചെയ്യുന്നതിൽ എനിക്ക് സന്തോഷം തോ ന്നാറുണ്ട്.

23. എന്നെ ഏൽപ്പിച്ച കാര്യങ്ങൾ നന്നായി ചെയ്യാൻ കഴിയും എന്ന ആത്മ വിശ്വാസം എനിക്കുണ്ട്.

24. അധ്യാപകരെ ഞാൻ എന്റെ വിധികർത്താവായിട്ടാണ് കാണുന്നത്.

25.. എന്റെ വിജയത്തിൽ മറ്റുള്ളവർ പ്രശംസിക്കുന്നത് എനിക്ക് സ ന്തോഷം ഉളവാക്കാറുണ്ട്

26. പ്രയാസമേറിയ പാഠഭാഗങ്ങൾ പഠിച്ച് അധ്യാപകരോടോ കൂട്ടുകാ രോടോ പങ്കുവെക്കുന്നത് എനിക്ക് താല്പര്യമുള്ള കാര്യമാണ്.

27. മറ്റുള്ളവരുടെ മുന്നിൽ അപമാനിതനാകാതിരിക്കാൻ ഞാൻ എന്റെ ക ഴിവിന്റെ പരമാവധി ശ്രമിക്കാറുണ്ട്.

28. ഏറ്റെടുക്കുന്ന കാര്യങ്ങളിൽ ഒരുവട്ടം പരാജയം നേരിട്ടാൽ കഠിന പ്ര യത്നത്തിലൂടെ വിജയം കൈവരിക്കാൻ ഞാൻ ശ്രമിക്കും.

29. എന്റെ അധ്യാപകരും മാതാപിതാക്കളും സഹപാഠികളും എന്റെ കഴി വുകൾ തിരിച്ചറിയണമെന്ന് ഞാൻ ആഗ്രഹിക്കാറുണ്ട്.

30. മറ്റുള്ളവരേക്കാൾ മോശമായേ ചെയ്യാൻ പറ്റുകയുള്ളൂ എന്ന് തോന്നു ന്ന കാര്യങ്ങളിൽ നിന്നും ഞാൻ പരമാവധി മാറി നിൽക്കാറുണ്ട്.

31. എന്റെ കഴിവുകളുടെ വികസനം എന്റെ വ്യക്തിപരമായ വികസന ത്തിനും വളർച്ചയ്ക്കും കാരണമാകുന്നുവെന്ന് ഞാൻ വിശ്വസി ക്കുന്നു.

32. കോളേജിലെ എല്ലാ പ്രവർത്തനങ്ങളിലും ഞാൻ സജീവമായി പങ്കെടു ക്കാറുണ്ട്.

33. ഞാൻ ഏർപ്പെടുന്ന പ്രവർത്തനങ്ങളിൽ വിജയം വരിച്ചാൽ മാത്രമേ ഞാൻ സംതൃപ്തനാകുകയുള്ളു.

34. എന്റെ കഴിവുകൾ വികസിപ്പിക്കുന്നതിലൂടെ എന്റെ ചിന്തകളും പ്രവർ ത്തികളും വളർത്താനുള്ള അവസരം ലഭിക്കുമെന്ന് ഞാൻ വിശ്വസി ക്കാറുണ്ട്.

35. പഠനപ്രവർത്തനങ്ങൾ പൂർത്തീകരിക്കേണ്ട ദിവസം ബാഹ്യതസ്സങ്ങൾ ഉണ്ടാവണമെന്നും തന്മൂലം സമയം ദീർഘിപ്പിച്ചു ലഭിക്കണമെന്നും ഞാൻ ആഗ്രഹിക്കാറുണ്ട്.

GOAL ORIENTATION SCALE

RESPONSE SHEET

Name :   Gender   :
Male/Female

Name of the Institution: Locality   : Urban/Rural

Type of Management: Govt./Aided/Unaided   Educational Qualification:

Optional Subject   :

ക്രമ നമ്പർ	റ്റ്കട്ടുഞ്ചായ്ക്ല	റ്റ്കട്ടുഞ്ചായ	റൗിഷ മറ്റ്ചായാപ്	പ്രമയറ്റ്ട്ട്നപ്ല	ള്ളില്ലാഞ്ചായ്ല
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