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Research Paper

Effect Of Planning Strategies To Enhance Motivation Among Pre-Service Teachers

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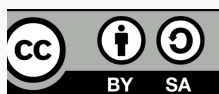
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Abstract

The present study focuses on the effect of planning strategies to enhance motivation among pre-service teachers. Planning involves the appropriate selection of strategies and the correct allocation of resources that affect task performance. It is the desire or want that energizes and directs goal-oriented behavior. Initial attempts to measure self-Awareness (SA) using questionnaires and interviews were successful in demonstrating significant predictions of students' academic outcomes. The present article describes the planning strategies has involved the development processes and motivational feelings or beliefs regarding learning in authentic contexts. These strategies include planning, diaries of studying, direct observation, and think-aloud. This experimental study is involving intervention by the investigator and twenty trainees were taken as a sample for the study.

Keywords: Planning, Motivation, Self-awareness, Pre-service Teachers.



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1 INTRODUCTION

Education is an instrument for social change and teaching is a key element in producing change in this world of knowledge as teaching is a prime profession. Teaching is the profession which teaches all other professions. The present generation faces new problems in their life. Teachers need to be equipped with skills to help them tackle these new and more complex problems. The teachers who will be imparting these skills in schools also need to practise them planning skills can be developed through practice and training.

This skill can be best conceptualized through the process of performing a specific task and how will it be controlled at regular intervals to check if the learning happens or not. The concept of planning strategies studying and analyzing the objectives as well as the way in which we will achieve them. If teachers hope to help low-performing students break out of their intellectual imprisonment, they must find a way to help them develop both an achieve our goals and allows for more efficient use of time and other resources.

2 STATEMENT OF THE PROBLEM

A person with good thinking ability is one who can more easily and extensively vary his behaviour as per changing conditions. To perform well and be successful in one's profession, the ability to make emotionally and socially intelligent decisions using their thinking capacity is a basic need. The teachers in their thinking styles will equip them for becoming professionally effective. In order to overcome emotional problem for pre-service teachers, the investigator tries to attempt Monitoring strategies are very helpful to enhance self-awareness. So, the investigator has chosen the topic "Effect Of Planning Strategies To Enhance Motivation Among Pre-Service Teachers".

3 NEED AND SIGNIFICANCE OF THE STUDY

The teacher education programme needs to allow the space where in a teacher's personality could be developed as someone who is reflective, introspective and capable of analyzing his or her own life and the process of education at school so that finally a teacher becomes an agent of change. Teachers would understand the need to make judgments about when emotion interfering with or supporting learning emotional literacy inspires learners by enabling them to sustain their thinking in seeking solution to problems. Monitoring strategies can help to sustain the own thinking process. Effective Monitoring strategies equip them in adopting the emotional stability.

The function of the teacher education is promoting adjustment of man to his teacher education plays a crucial role in structuring day-to-day system of the society and shaping the future of the quality of education. Teachers should have the knowledge and skills to use the new digital tool and making good decisions to help all the students' environment. Planning enables a manager to look forward and take appropriate steps to deal with future uncertainties and changes.

4 OBJECTIVES OF THE STUDY

1. To identify the level of Planning Strategies on enhancing motivation among Pre-service teachers.
2. To assess the level of Motivation among Pre-service teachers.
3. To find out the effect of Planning strategies on Motivation among Pre-service teachers.

5 HYPOTHESES

1. There will be significant mean difference between pre and post assessment scores on Planning Strategies.
2. There will be significant mean difference between pre and post assessment scores on motivation among Pre-service teachers.
3. There will be significant mean difference between pre and post assessment scores on effect of planning strategies on motivation among Pre-service teachers.

6 SELECTION OF THE VARIABLES

i) Independent Variable

Planning Strategies

ii) Dependent Variable

Motivation

7 METHODOLOGY

In the present study, Experimental method is the most scientifically sophisticated process. These experimental studies are involving intervention by the investigator. The investigator manipulates the independent variable and then observes whether the hypothesized dependent variable is affected by the intervention. The Experimental method is clearly for determining the causal effect of an isolated, single variable on dependent variable. It provides a systematic and logical way for answering the research questions.

8 EXPERIMENTAL DESIGN

Single group pre-assessment and post-assessment design

Experimental designs are unique to the experimental method. They serve as positional and statistical plans to designate relationship between experimental treatments and the experimenter's observation or measurement points in the temporal scheme of the study.

9 SAMPLE USED FOR THE STUDY

The investigator selected twenty Pre-service teachers. Twenty trainees were taken as a sample for the study.

10 TOOLS

1. Planning strategies Scale
2. Motivation scale

11 DELIMITATION OF THE STUDY

In the present study, only 20 pre-service teachers who opted physical science as their optional subject were selected. This study was carried out only in Sri Raaja Raajan College of Education for Women, Amaravathiputhur, Karaikudi.

Table 1: Mean and Standard Deviation Scores on Pre, Progressive – I, Progressive – II and Post Assessment on Planning Strategies

Sl. No.	Planning	Mean	Standard Deviation
1	Pre-Assessment	9.95	0.75
2	Progressive Assessment – I	12.55	1.50
3	Progressive Assessment – II	20.55	1.63
4	Post-Assessment	34.70	1.17

From the above data, it is observed that student teachers' mean score in Planning Strategies in the post assessment (34.70) is greater than the progressive assessment (12.55) and Pre-assessment (9.95). The mean scores of planning strategies in post assessment and progressive assessment are greater than the mean score of planning strategies in pre-assessment. It may be due to the fact of process the selection of appropriate strategies.

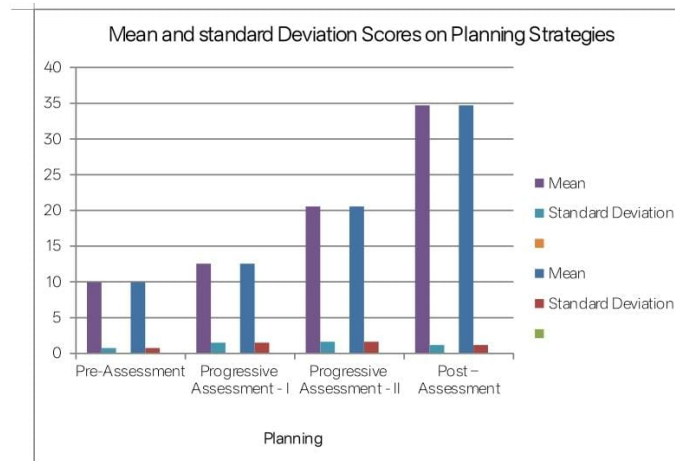


Figure 1: Mean and Standard Deviation Scores on Planning Strategies

Table 2: Mean and Standard Deviation Scores on Pre, Progressive – I, Progressive – II and Post Assessment Dimension of Motivation

Sl. No.	Motivation	Mean	Standard Deviation
1	Pre-Assessment	4.60	0.59
2	Progressive Assessment – I	8.15	0.74
3	Progressive Assessment – II	9.70	0.97
4	Post-Assessment	14.70	0.73

From the above data, it is observed that student teachers' Motivation mean score in the post assessment (14.70) is greater than progressive assessment (8.15) and Pre assessment (4.60). The mean scores of Motivation in post assessment and progressive assessment are greater than the mean score of Motivation in pre-assessment. It may be due to the fact of effectiveness of Metacognitive Intervention Strategies (MICS) in enhancing dimension of motivation insets achievable goals one's own needs.

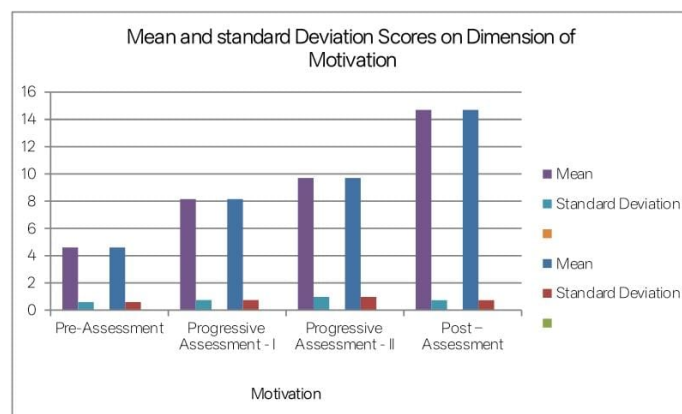


Figure 2: Mean and Standard Deviation Scores on Dimension of Motivation

12 FINDINGS OF THE STUDY

The mean scores "Motivation" in the post assessment (14.70) is greater than progressive assessment (8.15) and Pre assessment (4.60). The increase in the mean scores shows the effectiveness of Planning Strategies (PS) in enhancing Motivation. The mean scores on "Planning Strategies" in the post assessment (34.70) is greater than progressive assessment (12.55) and Pre assessment (9.75). The increase in the mean scores shows that enhances the selection of appropriate strategies.

13 IMPLICATIONS

The investigator attempted on applying planning strategies on enhancing motivation among Pre-service teachers. The adaptation of planning strategies on the development regulates the thinking and feelings of the individual. The findings reveal that it is possible to increase the motivation by making use of the corresponding elements of planning strategies such as clarifying the information, appropriate planning strategies and giving guided practice etc. Therefore, there is an urgent need to increase the organization self-motivation among the individual. This could be made possible by activation of matching of embedded facts and beliefs under thinking process. If the people are aware of their abilities, automatically facilitates thinking and generates good solutions to their problems. Finally, this will lead to develop the learning strategies have good motivation, and self-control in their teaching-learning process.

14 SUGGESTIONS FOR FURTHER RESEARCH

1. These strategies may be applied to enhance the Emotional competency.
2. This study was conducted among the students of Sri Raaja Raajan College of Education for Women. It may be conducted by pre-service teachers of other Colleges and Universities as sample.
3. This study was conducted for pre-service teachers only. It may be conducted on Arts and Science students and Engineering students.

15 CONCLUSION

Teachers are facilitating physical, intellectual, moral, social, and emotional development of the students. The motivation among the Pre-service teachers has enhanced through the implementation of Planning Strategies. The investigator has implemented planning strategies during the experimentation period. After the implementation of planning strategies, the researcher found that there was a notable positive change Pre-service teachers. By implementing this strategy the pre-service teachers were able to internalize their ideas to bring out the concept perfectly due to monitoring, a strategy of planning. Finally, this strategies helps the individual to develop a sense of responsibility, Aware of one's strength and weakness for their behaviour.

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