

RELATIONSHIP BETWEEN ACHIEVEMENT IN ADVANCED EDUCATIONAL PSYCHOLOGY AND SELF REGULATED LEARNING OF PROSPECTIVE TEACHERS

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ABSTRACT - A study was undertaken to develop an e-content module on Growth and Development and Learning, which is included in M.Ed First year syllabus of Advanced Educational Psychology, Tamil Nadu Teachers Educational University, Chennai. The primary objective of this learning module is to build a flexible learning environment that combined the learning effectiveness of classroom teaching with various modes of learning material like text, images, animations, audios, and videos. A pre-test and post test equivalent group design was adopted. The Investigator delivered two units through e-content module. Samples of 30 Prospective Teachers learning through Tamil Medium were selected by applying Quota sampling technique and 30 Prospective Teachers learning through English Medium were selected. The objective of the study is to find the (high, substantial and low Positive) relationship between Achievement in Advanced Educational psychology and Self regulated learning of Prospective Teachers. The statistical technique used in this study is 't' test and correlation. Achievement in Advanced Educational Psychology has substantial positive relationship with Self regulated learning.

Keywords: Self regulated learning, Growth and Development, Learning, Achievement.

INTRODUCTION

Education should respond on global challenges of forming Information society in providing necessary background for successful people living in this new knowledge based formation setting up of lifelong learning motivation. Free access for learning materials and training materials. Psychology is an important factor, we can't solve the problems of education without taking the help of psychology. Educational psychology makes a psychology study of human development, maturity and learning, applies the science conclusions of this study to actual teaching conditions in order to attain the ends of education.

Education is one of the most important building blocks for a nation, serving as an instrument of economic and social development, within this context, the all important role of the teacher is well recognized, as imparter of knowledge and information to students who are the future citizens of tomorrow. In India, the role of the teacher as not only an educator but also a guide, has been emphasized through the centuries. In the present context too, the role remains as critical as ever. E-content is becoming popular because of its flexibility of time, place and pace of learning. E-content includes all kinds of content created and delivered through various electronic media. E-content is available in many subjects and almost all levels of education. It can be used by wide variety learners with diverse needs, different backgrounds, and previous experience and skill levels. It can be shared and transmitted easily and promptly among unlimited number of users around the world. Teachers, students and others get benefited by the use of well designed and developed e-content. It is advantageous to the educational organizations to make their program accessible to their teachers and students on campus, home and other community learning or resource centers. It has a significant implications for open and distance learning institutions. It is the recognition granted to a learner when all required learning outcomes have been successfully demonstrated.

REVIEW OF RELATED STUDIES

Chang et. all., (2016) Does Using E-Portfolios for Reflective Writing Enhance High School Students' Self-Regulated Learning?. The study aims to examine whether reflective writing using e-portfolios enhances high school students' self-regulated learning. Participants included two classes of eighth-graders majoring in Information Processing and taking a course called "Website Design" at a vocational high school in Taiwan. There were 41 students, with 18 males and 23 females. The experiment lasted 10 weeks, and students used e-portfolios to reflect on their learning. The results showed

that students after using e-portfolios to reflect on their learning had significantly better self-regulated learning than before. This indicates that using e-portfolios for reflection enhanced self-regulated learning. It also shows that high-reflection students had significantly better self-regulated learning than moderate-reflection and low-reflection students, which implies that reflective performance had a significantly positive effect on self-regulated learning.

Freeland et al., (2017) conducted a study on "New Faces of Blended Learning". The Clayton Christiansen Institute maintains a database of more than 400 schools across the United States that have implemented some form of blended learning, which combines online learning with brick-and-mortar classrooms. Data the Institute has collected over the past six months suggests three trends as this model continues to evolve and mature. In this article, Michael B. Horn and Julia Freeland Fisher describe schools that illustrate each of these trends. Some schools are using Station Rotation to differentiate instruction within the structure of the traditional classroom. Others are taking innovation one step further and finding ways to use time more flexibly. Still other schools are disrupting traditional structures entirely by upending seat time and giving students control over their learning. The authors concluded that "blended learning is still in flux, in the best sense of the word."

SIGNIFICANCE OF THE STUDY

The investigator is the full-time Research scholar in the Department of Educational Psychology in Tamil Nadu Teacher's Education University. She studied Educational Psychology in both B.Ed and in M.Ed. The concepts studied in Educational Psychology which have a great correlation with our normal life. Although there is a correlation between Educational Psychological concepts and the normal life, but she could not applying this in learning Educational Psychology.

The investigator has given more emphasize to M.Ed Psychology, the reason is that, M.Ed students are the one who take the classes for B.Ed students, where as the B.Ed students are taking class to the school students, and the second reason is also that Psychology is very important for handling school students. Hence is this study.

OBJECTIVES

- 1) To find the difference between the Pre test and Post test Scores in Advanced Educational Psychology of Prospective Teachers.
- 2) To find the (high, substantial and low Positive) Relationship between Achievement in Advanced Educational Psychology and Self regulated learning of Prospective Teachers.

HYPOTHESES

- 1) There is a significant difference between the Pre test and Post test scores in Advanced Educational Psychology of Prospective Teachers.
- 2) There is a significant (high, substantial and low Positive) Relationship between Achievement in Advanced Educational Psychology and Self regulated learning of Prospective Teachers.

METHODOLOGY OF THE STUDY

An e-content module on Growth and Development and Learning, which is included in M.Ed First year syllabus of Advanced Educational Psychology of Tamil Nadu Teachers Educational University, Chennai. The e-content module includes text, images, animations, audios, and videos. A Pre-test and Post test equivalent group design was adopted. The Investigator taught two units through e-content module.

SAMPLE OF THE STUDY

A sample of 30 Prospective Teachers learning through Tamil Medium were selected by applying Quota sampling technique and 30 Prospective Teachers learning through English Medium were selected.

TOOLS USED FOR THE STUDY, DESCRIPTION OF THE SCORING PROCEDURE OF THE TOOL

Pilot study

The investigator constructed and validated the Achievement test in Advanced Educational Psychology. A validated questionnaire consist of 100 multiple choice questions. An item answered correctly is scored 1; an item answered

incorrectly is scored 0. Based on the values of discrimination indices above 0.20 and difficulty indices between 25% to 75% re items were selected. The reliability of the present Pre/Post-test as measured by Rationale equivalence method is 0.87. This shows that the test scores are reliable for all practical purposes. After the treatment, a post-test was given to the sample.

SELF REGULATED LEARNING (SRLS)

The Self regulated learning scale is a standardized one. The scale consists of 48 items. The reliability (0.78) and validity(0.88) of the tool were accepted as given in the Manual. It was constructed and standardized by Prof.(Dr.)Madhu Gupta and Ms.Dimple Mehtani.

STATISTICAL TECHNIQUES USED IN THIS STUDY

The statistical technique used in this study is ‘t’ test and correlation.

ANALYSIS OF THE DATA

1) **There is a significant difference between the pre test and post test score in Advanced Educational Psychology of Prospective Teachers.**

Pre – test – Post – test (Learning through Tamil Medium)

The table (1) furnishes the scores of the pre test and post test scores in Advanced Educational Psychology of Prospective Teachers.

Table 1
Pre test Vs Post test
Experimental Group Prospective Teachers

U.NO	Group	Mean	S.D	‘t’	L.S
UI	Pre test	16.67	2.99	64.51	S
	Post test	75.47	4.93		
UII	Pre test	17.33	2.29	61.57	S
	Post test	74.27	5.14		

From the table (1) it is inferred that there is significant difference between the Pre-test and Post-test Scores (Unit wise) of the Prospective Teachers learning through Tamil Medium of Experimental Group at 0.05 level of significance in favour of the Post-test Performance. The mean score of Post –test performance of Prospective Teachers is greater than the mean score of Pre-test for Experimental Group learning through Tamil Medium.

Pre – test – Post – test (Learning through English Medium)

The table (2) furnishes the scores of the pre test and post test scores in Advanced Educational Psychology of Prospective Teachers.

Table 2
Pre test Vs Post test
Experimental Group Prospective Teachers

U.NO	Group	Mean	S.D	‘t’	L.S
U1	Pre test	17.00	2.1	74.12	S
	Post test	71.93	3.81		
U2	Pre test	17.47	1.74	86.27	S
	Post test	71.13	3.27		

From the table (2) it is inferred that there is significant difference between the Pre-test and Post-test Scores (Unit wise) of the Prospective Teachers learning through English Medium of Experimental Group at 0.05 level of significance in favour of the Post-test Performance. The mean score of Post –test performance of Prospective Teachers is greater than the mean score of Pre-test for Experimental Group learning through English Medium.

2) There is a significant (high, substantial and low Positive) relationship between Achievement in Advanced Educational Psychology and Self Regulated Learning of Prospective Teachers.

The table (3) shows the relationship between relationship between Achievement in Advanced Educational Psychology and Self Regulated Learning of Prospective Teachers.

Table 3

Relationship between Achievement in Educational Psychology and Self Regulated Learning in Experimental Group Tamil Medium and English Medium Prospective Teachers.

Variables	"r" value	
	Tamil Medium	English Medium
Achievement in Educational Psychology	1	1
Self Regulated Learning	0.576	0.540

Achievement in Advanced Educational Psychology has Substantial positive relationship with Self regulated learning of Prospective Teachers in Experimental Group.

MAJOR FINDINGS OF THE STUDY

1) There is a significant difference between the Pre test and Post test scores in Advanced Educational Psychology of Prospective Teachers. The mean score of Post –test performance of Prospective Teachers is greater than the mean score of Pre-test for Experimental Group learning through Tamil Medium and learning through English Medium.

2) There is a significant (high, substantial and low Positive) Relationship between Achievement in Advanced Educational Psychology and Self regulated learning of Prospective Teachers. Achievement in Advanced Educational Psychology has substantial positive relationship with Self regulated learning.

EDUCATIONAL IMPLIFICATIONS

Teaching is the art of exhibiting one's own competencies in a desired way. It is acquired through continuous practice. Teaching is to make the learning environment more interesting and joyful. The first principle of true teaching is that nothing can be taught. Teacher is a helper and a guide for the students. The aim of education is harmonious, natural and progressive development of the pupil. To fulfill this aim the teacher must have an insight into the working of the child's mind. He/she must know his needs, desires and capacities.

Today we are in technology world. So every student work hard to achieve high economical status. Globalization of technology is need for quality education. The quality of education can be measured by teaching methods and students performance as well as organized planning. By means of it student's technological skill is developed. These methods give a chance to the investigator to encourage students while still providing required content in order to enhance learning outcomes.

CONCLUSION

The Pre test mean scores of the Experimental Group Prospective Teachers is greater than the Post test scores in two unites. It shows the impact of treatment. Achievement in Advanced Educational Psychology has Substantial positive relationship with Self regulated learning.

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