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**THE LEARNING PROCESS OF ACCESS TRAINEES:
AN INVESTIGATION OF STUDY MOTIVES AND STRATEGIES.**

A RESEARCH REPORT PRESENTED IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE DEGREE OF MASTER OF
BUSINESS STUDIES AT MASSEY UNIVERSITY

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ABSTRACT

The study applied Biggs' Study Process Questionnaire to the context of transition education in an investigation of the approaches, motivations to learn and strategies trainees in Access Training Scheme used in their learning. Respondents were also asked information about their age, sex, educational qualification, ethnic origin and how long they had been without a job.

Three training centres in Palmerston North city were chosen. The first centre conducted a course in drama, the second, a course in Maori language and culture, and the third, a course in basic computer skills. The Study Process Questionnaire was administered to 33 subjects, 16 males and 17 females.

The Study Process Questionnaire is concerned with three main approaches to studying and their three associated motivations and strategies. Surface Approach is dominated by extrinsic motivations where a learner concern is with obtaining a qualification. The study strategy involves memorising and reproducing when required in a test. Deep Approach is linked to intrinsic motivation dominated by intrinsic interest in the subject or task. Students under this motivation tend to search for meaningful learning and read widely. Achievement Approach is governed by achievement motivation and is associated with a desire to compete and obtain higher grades. Learners predisposed to this approach tend to schedule their time and do homeworks.

Trainees studied to express the use of Deep Approach more than Surface or Achievement Approaches. Accordingly they were inclined to be deep motivated and predisposed to adopt deep strategy to surface or achievement strategy in their study. A follow-up interview with 11 trainees tended to confirm the findings of the Study Process Questionnaire.

It was concluded that the Access trainees in the sample were likely to adopt deep approach in their study. This suggests that they are inclined to be intrinsically motivated in their learning and may be predisposed to engage in meaningful learning.

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TABLE OF CONTENTS

	Page
ABSTRACT	(i)
ACKNOWLEDGEMENTS	(ii)
TABLE OF CONTENTS	(iii)
LIST OF TABLES	(iv)
LIST OF FIGURES	(v)
CHAPTER ONE	
Introduction	1
CHAPTER TWO	
Background to the Access Training Scheme	3
CHAPTER THREE	
<u>Literature Review</u>	6
3.1. The Access Trainees	6
3.2. The Study Process	7
CHAPTER FOUR	
<u>Theoretical Background</u>	12
4.1. Problem Statement	12
4.2. Hypotheses	12

CHAPTER FIVE

<u>Methodology</u>	14
5.1. Population and Sample	14
5.2. Data Collection Methods	14
5.3. Measuring Instrument	15
5.4. Response Rate	15
5.5. Data Analysis	16
5.6. Limitations	16

CHAPTER SIX

<u>Results</u>	17
6.1 Analysis of raw frequencies	17
6.2 Cross-tabulations	20
6.3 Chi-square test	27
6.4 Follow-up interview	28

CHAPTER SEVEN

<u>Discussion</u>	29
7.1 Motivations	29
7.2 Strategies	32

CHAPTER EIGHT

Summary and Conclusion	33
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BIBLIOGRAPHY	35
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APPENDICES:

A. Study Process Questionnaire	37
B. Structured Interview Questions	45
C. Cross-tabulations	49
D. Chi-square test for interview questions and of Study Process Questionnaire dimensions	61

LIST OF TABLES

List of Tables.

1. Motive and Strategy in Approaches to Learning and Studying	10
2. Age and sex Distribution	17
3. Distribution by ethnic origin and educational level	18
4. Distribution by the period the respondent had been unemployed	19
5. Motivations Distribution	19
6. Strategies Distribution	20
7. Crosstabulations of age and sex by motivations	21
8. Crosstabulations ethnic origin and educational level by motivations	22
9. Crosstabulations time without a job by motivations	23
10. Crosstabulations of age and sex by strategies	24
11. Crosstabulations ethnic origin and educational level by strategies	25
12. Crosstabulations time without a job by strategies	26
13. Chi-square significance	27

(v)

LIST OF FIGURES

1. General Model of Student Learning.

9