CORRELATION BETWEEN LEARNING STRATEGIES, MOTIVATION AND ACADEMIC GOALS OF SECOND YEAR PHYSIOTHERAPY STUDENTS AT UNIVERSITY OF VIGO

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DESCRIPTION

INTRODUCTION

Several are the aspects that could influence the teaching-learning process. Furthermore, these aspects should not be seen only as strict compartments, but also as communicating vessels between themselves, something that could lead to a modification in the degree of influence of each aspect on the total process.

OBJECTIVE

To analyse the correlation between the learning strategies used, motivation and academic goals of second year Physiotherapy students at University of Vigo.

METHODOLOGY

A cross-sectional descriptive study was developed. The study has been carried out at the beginning of the first semester of the academic course 2014-2015 in the Faculty of Physiotherapy, University of Vigo. Spain.

Subjects

The Spanish versions of the Skoakti goals questionnaire (SGQ) [1] and the Motivated Strategies for Learning Questionnaire (MSLQ) by Pintrich, Smith, Garcia and McKeachie [2] have been used. SGQ has 20 items which are scored in a five point Likert scale from 1 being “never” to 5 being “always”. The questionnaire incorporates four dimensions: task goals (TG), self-enhancing goals (SELP), self-defeating goals (SDG), and work avoidance goals (PL). MSLQ is a self-report instrument designed to assess college students’ motivational orientations and their use of different learning strategies for a college course. There are 81 items on the 1991 version of the MSLQ. The items of the MSLQ are scored in a seven point Likert scale from 1 being “not at all true of me” to 7 being “very true of me” [2].

Instruments

The descriptive statistical analysis was done using SPSS. Results are expressed in absolute frequencies and percentages or proportions, and in means and standard deviations. To compare variables, the Pearson index and the Tukey test were used. Significant differences were calculated for a p value of <0.05. 25.62% of the participants were female (see figure 1). The average age was 20.31±2.67 years. Significant differences were observed by gender for the “Self-efficacy for learning and performance” (SELP) dimension of the motivation scale of the MSLQ (F: 5.80, p=0.04 and M: 5.53±0.85 p<0.05), and for SDG of the SGQ (F: 2.71, p<0.05 and M: 2.35±0.79 p<0.05).

Regarding the SGQ, no significant correlation was observed between the scores achieved for any of the scales. In relation to the motivation scale of the MSLQ, significant positive correlations were observed between the scores achieved for “intrinsic goal orientation” (IGO) and “task value” (TV), IGO and SELP and TV and “control of learning beliefs” (CLB), TV and SELP, CLB and SELP and significant inverse correlation was observed between “test anxiety” (TA) and SELP in relation to the learning strategies scale of the MSLQ, significant positive correlations were observed for multiple dimensions (see table 1). Significant correlations were observed between the scales of the SGQ and the different dimensions of the MSLQ (see table 2).

RESULTS

The main results are shown in tables 1 and 2.

Table 1. Correlations between the different dimensions of the MSLQ

CONCLUSION

As could be expected, on one hand, those second year Physiotherapy students at University of Vigo who appear to score high in motivation also do in learning strategies. Additionally, there seem to be high positive correlation between “task goals” and “intrinsic goal orientation”, “self defeating goals” and “test anxiety”, and high inverse correlation between “work avoidance goals” and “effort regulation”. The results observed seem to require more studies to confirm data obtained.

ACKNOWLEDGMENTS

All the students implicated in the study.

REFERENCES


Table 1. Correlations of the scales of SGQ and MSLQ

Table 2. Second year Physiotherapy students of the academic course 2014-2015.

*Significant correlation for the level 0.05 (bilateral). **Significant correlation for the level 0.01 (bilateral). TG: task goals; SELP: self-enhancing goals; SDG: self-defeating goals; PL: peer learning; MSLQ: Motivated Strategies for Learning Questionnaire (MSLQ); CoTH: critical thinking; MDG: metacognitive self-regulation; TSE: time and study environment; EffReg: effort regulation; PL: peer learning; HS: help-seeking.

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