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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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CHAPTER ONE

INTRODUCTION

1.1.

Good academic performance is a concern of workforce planners, teachers, students, parents and the nation as a whole. Previously it was believed that in formal education there was a collection of good study habits which when used led to academic success. However Research evidence (Entwistle 1971 and Biggs 1978) suggests that study process is not a matter of good or bad study habits but a complex process that involves personal preferences, values, and motives that predispose a learner to adopt certain study straties. In other words how we study is a process of why we study.

Studies (Biggs 1978,1985)have shown that academic performance can be affected by both personality factors such as abilities and home background, and situational variables such as subject area, teaching methods and task demands. Research evidence has also indicated that performance can be affected by the way the learner approaches the learning material or his/her study process.

Biggs (1978) identifies three main approaches to studying or processing academic information; **Surface, Deep and Achieving**. **Surface Approach** depicts a learner pre-occupation with memorisation and reproducing a memorized subject when needed. **Deep Approach** is related to active questioning and learning usually leading to complex and emotionally satisfying outcomes. **Achieving Approach** is predisposed to competition and it involves making the best use of time and working space.

Biggs (1978) also postulates that these approaches are in turn associated with motives for engaging in the task and strategies. Surface Approach is based on extrinsic motivation, such as a desire to obtain a qualification and the appropriate strategy is to find the most important topics,memorise them and reproduce them with reasonable accuracy in a test or exam. Deep Approach is associated with intrinsic motivation which is demonstrated by learner's interest in a task or subject. The strategy involves

satisfying one's curiosity by finding out as much information as possible on a task or subject and understanding it. Achieving Approach is based on achievement motivation dominated by competition and learner's desire to obtain higher grades. The strategy used involve such student actions of taking notes, making schedules, and spacing assignments to avoid last minute rush.

This study will examine Access trainees approaches, study motives and strategies. Information from this study will enable the Access trainers to identify the learning profiles of their trainees. Besides, being aware of the knowledge of motives and strategies of their trainees, this information will help the trainers predict the academic performance of the learners and provide strategies for students that enable them to monitor and control the learning approaches which do not lead to good academic performance.

CHAPTER TWO

BACKGROUND TO ACCESS TRAINING SCHEMES

2.1.

In the 1960's New Zealand young people could count on getting a job. In fact, there were more jobs available than people to fill them. But from the 1970's onwards the New Zealand economy changed. It could not absorb all its labour force in the productive activities. Economic decline and technological changes had reduced the chances of school leavers getting jobs. At the same time downsizing and restructuring which was taking place in both the private and public sector was forcing organizations to lay off workers, thus swelling up the population of the unemployed.

According to the Department of Statistics Quarterly by March 1989 there were about 116,300 registered unemployed compared to 67,600 in March 1986. Although the details of the figures were continuously changing, the trends were not; young people were finding it harder to get employment.

The Treasury (1984) ascribed the rise of unemployment to poor economic performance over a long period and inadequate flexibility in the labour market. Harpham (1987) suggested that unemployment in New Zealand might be accounted for by the failure of organizations to invest money in upgrading employees skills. He says "our national attitude to intellectual capital is one of complacency and disdain. We are fond of claiming that we have an educated workforce when what we really mean is that employees were educated in something once upon a time."

The Government responded to the plight of the unemployed by establishing special training programmes aimed at teaching skills to increase their employability. Several programmes were instituted for this purpose. These included the Young Persons Training Programme in 1978 (YPTP) and the School Leavers Employment Preparation Scheme (STEPS) in 1983. Both programmes were designed to solve the unemployment problem among the youths. By 1984 the new Labour Government decided that the programmes were inefficient. They claimed that there was no coordinated planning, and the programmes did not reflect local and regional needs.

Also the requirement that trainees be registered as unemployed kept many of the potential beneficiaries away from the programmes. Above all, the programmes did not take adequate account of the groups most in need of help; namely Maori Polynesian, and women. It was decided that a new programme to remedy those deficiencies should be established.

In 1987, The Access training Scheme was established to redress the inefficiencies and shortcomings of the earlier programmes. In 1988, The Scheme was brought into effect by an Act of Parliament; The Access Training Scheme Act 1988. According to the Act the purpose of the Scheme was to promote and assist (financially or otherwise) the provision for the training of the unemployed persons and others in vocational and personal skills required for the employment or required for more specialised vocational training (Part 1 section 4:2).

The nature of the Scheme has been described by Shaw (1986) who says Access is "a pledge given by the Labour Party in its election manifesto in 1984 to give to all who fail to find employment in the first year after leaving school access to further education and vocational training."

Further an understanding of Access can be gleaned from the Access Charter, (REAC Charter 1988). This Charter describes The Access Training Scheme as part of the Government's new approach to providing labour market assistance. It follows the move away from the job creation and training programmes which were operated in the past. This move was announced in the December 1985 document "A New Deal in Employment and Training Opportunities". ACCESS aims to assist persons at a disadvantage in the labour market to acquire skills which will increase their potential to find employment.

The Charter goes on to explain that Access funding is targeted towards those who are most disadvantaged in the labour market. The mechanism for this is paying the Training Providers more to train them. The success of Training providers is judged on the outcomes they achieve for their trainees. Desired outcomes specified by the Government are:

- obtaining and keeping employment in the shorter and longer terms;
- undertaking additional education or training; and
- enhanced readiness to undertake further training towards employment or to be referred to employment.

The Access Training Schemes management is decentralised in regions and managed by the Regional Employment and Access Councils (REACS). The function of the REACS is to ensure that the training provided through the Schemes is matched to the needs of the local labour markets. The courses are provided by the polytechnics, community centres, church groups and any private entity approved by the REAC of a region.

Trainees are generally disadvantaged unemployed people, young school leavers and people with a history of unemployment. Trainees need not be registered with the Labour Department. Classes are held during working hours.

Similar efforts to combat youth unemployment through training was introduced in UK in 1970s. Like New Zealand, the British programmes often changed their names. The first programme introduced in 1975 was called Job Creation Programme. It was followed by Work Experience Programme and Youth Opportunities Programme both in 1976 and Youth Training Scheme in 1981 (Chapman & Tooze 1987). Singapore introduced Pre-Vocational Training Programme (PVT) in 1985 to cope with the increasing number of disadvantaged and slow learners who cannot continue with secondary education and were likely to end as unemployed if not taught any job skills (Teacher Education Reform 1983).

CHAPTER THREE

LITERATURE REVIEW

3.1. The Access Trainees

Access trainees are unemployed and part-time students in the sense that their training is post compulsory education in New Zealand. Many of them are youths who for one reason or another left school before achieving any accepted qualification to guarantee them a job. Therefore, a literature review on unemployed disposition toward educational activities would be appropriate in this study.

A survey on adult literacy on the unemployed was conducted by Noakes and Verboeket (1983) who interviewed tutors and students of Adult literacy for the unemployed in Otago to try to find out whether they thought there was any differences in needs between the employed adults and the unemployed. Some suggested that there was a difference while others said there were no differences. Those who said there was, attributed this to the particular characteristics of the unemployed. They pointed out that unlike the employed, the unemployed adult is characterised by purposeless life and enforced dependency on the state for livelihood. A similar study by Robinson (1984) in the Wellington Region described the unemployed as expressing their life in terms of boredom, loneliness and unhappiness.

Other studies (Charnley, McGivney & Sims 1985) have also emphasized the hopelessness of the unemployed life. They note that to be unemployed is perceived by the recipient as being a very depressing thing. The individual has nothing to do all day long. Unemployment robs the individual of his/her job and source of income. It forces the individual to lose company of the workmates and identity usually associated with the place of work.

Akina the bulletin of New Zealand Association for Community and Continuing Education (1983) suggests that the loss of employment is aggravated by the society's attitudes toward the unemployed. The bulletin cites unemployed people complaining that they were sick of being treated as second class citizens by the Labour Department. Mike O'Brien, the former chairperson of REAC in Palmerston North commenting on Access trainees suggested that most of them have a belief that unemployment is a result of their own failure in life.

Hunt (1983) writing about Singapore unemployed school leavers identified three characteristic profiles of trainees which will be critical to curriculum development. These were; a sense of failure where others have succeeded, a feeling that the school failed to develop them and hence reluctant to risk themselves in any further school-like context, and a concept of school being irrelevant for them.

Charnley, McGivney & Sims (1985) noted that long periods of unemployment presents perhaps the greatest challenge to adult educators because of the combined effects of despair, depression and apathy. It is very unfortunate that in most cases long-term unemployed people are the unskilled or semi-skilled who left school without qualifications and whose attitude to education is generally negative.

Charnley, McGivney & Sims (1985) study of the unemployed adult learners in The United Kingdom, however, concluded that except in their need for assistance to cope with and respond to unemployment, the educational needs of the unemployed do not differ substantially from those of other adult students. This suggests that their motivations for participation in educational experience are almost the same. Hunt (1983), who acknowledges the differences in personalities between educational achievers and non achievers suggests that the latter group educational activities should be primarily aimed at turning failure into success, changing a poor self-concept of learning and making irrelevant school relevant education for living.

3.2. The Study Process

Academic performance is a major concern of teachers, parents, students themselves and the nation as a whole. For many years educationists had accepted that the student's study process predicts academic performance. Most studies on student learning process assumed that there learners had some fixed good or bad study habits and attitudes that if adopted would improve or limit student academic performance. However, such notions have been questioned by some education theorists and practitioners (Entwistle 1971 and Biggs 1978)

Biggs (1978, 1982, 1985) studies concentrated on the study process variables and how they influence academic performance. Biggs (1978) postulated that student academic performance is an interaction between personality or personological factors and environmental or situational factors, which he called **presage** (or predicting) **factors** and student learning or study process.

Biggs & Telfer (1987) define presage factors as those that exist prior to the actual ongoing learning situation; and derive from the learner and the teaching situation. Learner factors comprise factors that are brought by the student to the learning situation. These factors include student abilities, previous knowledge, personality characteristics, age and experiences. Teaching situation involve factors that already exist in the learning situation. This includes such elements as time available for study, method of teaching the topic, evaluation method, the difficulty of the task, the nature of the task content, the structure of the course and the general characteristics of the institution.

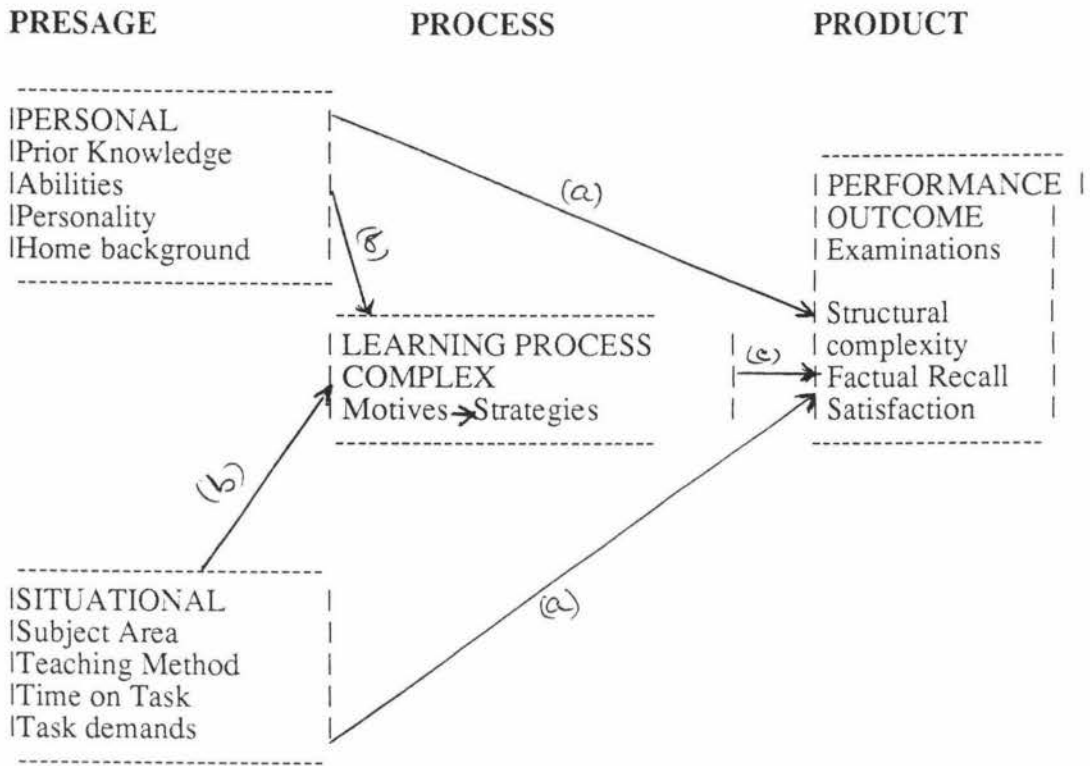
Student learning process refers to the approaches to learning, motives and strategies trainees use in studying described in the introductory chapter.

Presage and study (learning) process lead to **learning outcomes**; that is, academic performance that teachers, students parents and society consider as 'successful' learning. 'Successful' learning may be taken to mean the extent and the accuracy of recall of information learned, the way in which the learner uses or transfers what has been learned or whether the student enjoys the learning and feels a sense of accomplishment.

To clarify his assertions Biggs (1978, 1985) has outlined a three stage model of student learning process as depicted in the figure below. According to the figure learning outcomes (student academic performance) can be directly linked to presage factors or indirectly linked via the study process as indicated by the arrows.

FIGURE 1

GENERAL MODEL OF STUDENT LEARNING



Source: Biggs 1985, pp.185.

Biggs (1985) also postulated that personal and situational factors are linked to academic performance by three main approaches to learning; deep, achieving, and surface. These approaches are associated with student's expectations.

He identified three common expectations; first, an expectation to obtain a qualification with minimal effort; secondly, to actualise ones interest; and thirdly, to manifest ones excellence publicly by obtaining high grades. These expectations in turn shape a student's motivation for engaging in a learning task. The motivations relevant to the study process are:

- **extrinsic** or **surface motivation**, associated with obtaining a qualification or a job;
- **intrinsic** or **deep motivation** associated with actualization of interest and competence in learning; and
- **achievement motivation** based on competition and desire to obtain higher grades.

The motivations in turn can be translated into cognitive strategies; to reproduce what is perceived to be essential (extrinsic motivation), to understand the meaning of the task (intrinsic motivation), and to organize one's time in order to optimise the available time on a task (achievement motivation). Biggs (1978 & 1985) calls these Surface, Deep, and Achievement Strategies respectively.

Biggs (1985) has outlined his ideas in a table below:

TABLE 1

MOTIVE AND STRATEGY IN APPROACHES TO LEARNING AND STUDYING

Approach	Motive	Strategy
SA:Surface	Surface motive (SM) is instrumental: main purpose is to gain a qualification with pass-only aspirations, and a corresponding fear of failure.	Surface strategy (SS) is reproductive: limit target to bare essentials and reproduce through rote learning.
DA:Deep	Deep motive (DM) is intrinsic: study to actualise interest and competence in particular academic subjects.	Deep strategy (DS) is meaningful: read widely, inter-relate with previous relevant knowledge.
AA:Achieving	Achieving motive (AM) is based on competition and ego-enhancement: obtain highest grades whether or not material is interesting.	Achieving strategy (AS) is based on organising: a follow up all suggested readings, schedule time, behave as "model student".

Source: Biggs 1985, pp.186.

Biggs (1985) asserts that individuals are disposed by their personality to adopt one approach (Deep, Surface or Achieving) in preference to another, while certain situations may encourage or inhibit particular approaches. For example in a school environment where teachers demand that students recite facts, students are likely to opt for Surface Approach. The three approaches are likely to lead to different qualities in the learning outcome. Optimal results are likely when the strategy used is congruent with the students prevailing motivational state. For example if a student is motivated by a wish to actualise his/her own interest, the best academic performance would be obtained if he/she used the deep strategy; that of trying to understand a task by reading widely and interrelating different information.

Other studies (Hattie & Watkins 1981 and O'Neil & Child 1984) have confirmed Biggs propositions about the three approaches and the specific motive/strategy congruence.

Biggs (1978 1982 & 1985) developed The Study Process Questionnaire (SPQ) to investigate the study process domain. This instrument comprises of 42 items constructed around the motive/strategy model described above. Seven items address each motive and strategy in a Likert format, with responses on a 5-point scale ranging from "This item is always true of me" to "This item is never or rarely true of me."

Several studies have been conducted to investigate the study process using the Biggs SPQ. Biggs (1982) study of motives and strategy of College of Advanced Education and University students in Australia found that males scored higher on surface motivation and reproducing strategy than did females. Females were higher than males on deep and organizing strategies, however marginal in intrinsic or deep motivation. In another study of secondary and tertiary institutions in Australia (Biggs 1985) found that males scored higher than females on Surface Approach in both secondary and tertiary samples, and females scored higher than males on the Achieving Approach. In tertiary institutions older students tended to be Deeply motivated. Deep approach was associated with non-English speakers because they needed to concentrate more on their learning due to language problem.

Other studies have come out with similar results. In their studies of learning process of Australian University students Watkins and Hattie (1981) found that female students adopted more deep level approach and were more motivated by deep motive. More mature students adopted a deep level approach and were less motivated by pragmatic concerns. However, a study of Filipino University students failed to support Biggs assertion of motive strategy congruence (Hattie and Watkins 1981)

CHAPTER FOUR

THEORETICAL BACKGROUND.

4.1. Problem Statement

The aim of the research was to explore approaches, motives and strategies Access trainees use in processing academic information in a learning situation and suggest best teaching methods which might enhance trainees learning. To achieve this aim two specific objectives were proposed:

1. To explore the study motives of Access trainees;
2. To examine the perceived ideal strategies for improving their processing academic information.

4.2. Hypotheses:

Based on the nature of the Access trainees discussed in the literature and previous studies on the SPQ the researcher developed the following hypotheses:

(a) Study Approaches

Given that many of the Access trainees suffer from combined effects of despair, depression and apathy, the fact that many hold negative attitudes toward formal schooling, and that it is the situation of being employed and not interest in learning that forces them to join the Access Schemes, one would expect that their study approach will predominantly be a Surface Approach rather than Deep or Achieving Approach.

(b) Motives

The Access trainees would score higher on extrinsic motivation than both intrinsic and achieving motivation. The reason behind this assertion is that it is the situation of being unemployed which forces an individual to join the Access Scheme.

Expected lower scores on intrinsic motivation can also be attributed to the fact that no indepth study of subjects is required in Access Schemes. Trainees learn the basic skills to be able to get a job.

Lower scores on achievement motivation are expected because in many Access courses there are no exams, competetiveness is discouraged during classes and job prospects are not so much dependent on obtaining higher grades in Access courses.

(c) Strategies

Most of the Access trainees are likely to adopt the reproducing strategy; that is, studying the essentials and reproducing through rote learning when required.

Students who are pursuing a study for its own sake such as those doing Maori Culture and Language course are bound to find maximum meaning and personal relevance in their studies, and so prepared if possible to read and discuss the subject widely. Such students will tend to adopt a Deep or Meaningful Strategy.

Higher achieving learners with high levels of aspirations are likely to organize their study schedule, their study time and assignments. Since Access trainees do not have written assignments and rarely study after class time, they will score lower on this strategy.

(d) Demographic variables

Demographic variables such as age, sex, time without employment, ethnic origin, and education may have an influence on the variations in the approaches adopted by the learners, motivation and strategies as found in other previous studies discussed in the literature. For example, females may score higher on Deep Approach than males and Maori may score higher on the Deep Approach than their European counterparts.

CHAPTER FIVE

METHODOLOGY

5.1. Population and Sample

The sample for the study comprised of Access trainees currently attending classes in the city of Palmerston North. Three training centres participated in the study:

(a) Community Arts:

The course was offering practical skills in drama.

(b) Paneke:

The course known as Te Reo & Tikanga Maori introduces the trainees to Maori culture, life and customs with visits to Maraes and social work.

(c) Transitional Training Team:

The course was about computer skills. It was a beginners guide to all aspects of computer work.

5.2. Data Collection Methods

A questionnaire containing a section seeking personal information on age, sex, education, ethnic origin, and time without a job; and The Study Process Questionnaire (SPQ) was administered to the trainees in the centres described above. Centres and trainees were selected randomly but in consultation with the tutors and The Regional Employment and Access Council (REAC) of Palmerston North.

The researcher first visited the centres and participated in some of the class sessions. This was to familiarize himself with the students, tutors and the learning environment.

Then on a selected day and time agreed upon by the tutors the Study Process Questionnaire was administered by the researcher himself. Due to lack of adequate reading skills among the trainees the tutor or one of the trainees read the questionnaire item by item. The completed questionnaires were collected immediately thereafter.

Before the trainees filled the questionnaire the researcher explained to the trainees the importance of the study and assured them that their responses would be confidential. Tutors and the Regional Employment and Access Council will have access only to the results of the study and not their responses.

A supplementary structured interview (Appendix B) was conducted to eleven (11) respondents who had given their names for any further follow-up on the study.

5.3. Measuring Instrument

The study replicated the Study Process Questionnaire (SPQ) developed by Biggs (1978 & 1985) to investigate the study process domain. This instrument comprises of 42 items constructed around the motive/strategy model described above. Seven items address each motive and strategy in a Likert format, with responses on a 5-point scale ranging from "This item is always true of me" to "This item is never or rarely true of me."

However, the SPQ version was reworded (Appendix A) to suit the special characteristics of the Access trainees (tutor for lecturer, memorization for rote learning, etc).

A supplementary interview was aimed at trying verify whether trainees express the same motivations and strategies as they had expressed with the Study Process Questionnaire.

5.4. Response rate

The manner in which the Questionnaire administration was handled, assured 100 percent response rate with little wastage. Only four questionnaires could not be used because respondents did not answer many items.

5.5. Data Analysis

The data was analysed by a computer using the software program SPSS/PC. Response frequencies, cross-tabulations and Chi-square tests were obtained. Cross-tabulations results are presented in the Appendix C.

5.6. Limitations

Many respondents including their tutors complained that the SPQ was too difficult. Similar information could have been obtained by using language with a reduced readability level than that found in the SPQ. They pointed out that some items were too long and wordy. Others were too abstract, for example item 8 and 11. Tutors reminded the researcher that some trainees were illiterate and only few were able to understand SPQ items. They suggested that it would have been better if the questions were clear concise short and more specific. The researcher had a feeling that in some cases, especially where courses were more practical, the trainees used their previous school learning experience to complete the SPQ.

CHAPTER SIX

RESULTS

6.1. Analysis of the Raw Frequencies

(i) Demographic Variables

The study investigated demographic variables of age, sex, ethnic origin , last exam the respondent had passed and how long he/she had been without a job.

Age of the respondents varied from under 20 to over 49. Most of the respondents (39.4%) were of the 20-29 age group. 9.1% belonged to the over 49 age group.

Male and female were almost equally distributed, 48.5% were male while 51.5% were female. A distribution of ages and gender is shown in Table 2.

TABLE 2

Age	n.	%
under 20	7	21.2
20-29	13	39.4
30-39	8	24.2
40-49	2	6.1
Over 49	3	9.1
Sex		
Male	16	48.5
Female	17	51.5

Information about ethnic origin of the trainees indicated that 48.5% were Maori, 36.4% European, 9.1% Pacific Islanders and 6.1% other (of Asian origin).

Information about the last examination the trainee passed at school indicated that in terms of their academic achievement outcomes ranged from no formal education to having spent sometime in a university. However, most of the trainees (36.4%) were secondary school leavers, while 27.3% had no formal education, 18.2% had attended polytechnic (college) and 18.2% had undergone other type of educational activities outside New Zealand educational system or had been in a university for sometime (Table 3).

TABLE 3

Ethnic Origin	n.	%
European	12	36.4
Maori	16	48.5
Pacific Islander	3	9.1
Other	2	6.1
Last exam passed at school		
None	9	27.3
Secondary	12	36.4
College	6	18.2
Other	6	18.2

When asked about how long respondents had been without a job, 36.4% reported that they had been without a job for a year or more, and 36.4% had been without a job for less than six months (Table 4).

TABLE 4

Time Without a Job	n.	%
Never had a job	1	3.0
Less than 6 months	12	36.4
6 months	4	12.1
More than 6 months	4	12.1
One Year	12	36.4

(ii) Motives.

The Study Process Questionnaire (SPQ) addresses three main instructional motives: Surface Motive (SM), where a student engages in a learning task to obtain a qualification; Deep Motive (DM), where a learner is interested in the task or subject matter; and Achievement Motive (AM); where a student is interested in competition and a desire to obtain higher grades.

Of the 33 valid responses to the Study Process Questionnaire, 30.3% scored at higher level (good) on the surface motive, 36.4% average, and 33.3% scored at lower level (poor). On deep motive, 54.5% scored high (good) 36.4% average, and 9.1% low (poor). Scores on the achievement motive tended to be even, with 33.3% scoring high (good), 30.3% average and 36.4% scoring low (poor) as indicated in Table 5.

TABLE 5

	SM		DM		AM	
	n.	%	n.	%	n.	%
Poor	11	33.3	3	9.1	12	36.4
Average	12	36.4	12	36.4	10	30.3
Good	10	30.3	18	54.5	11	33.3

(iii) Strategies

Three strategies are associated with the Study Process Questionnaire: Surface Strategy (SS) is where a student is inclined to rote learning and reproduction of what is essential when needed, for example in an examination. Deep Strategy (DS) is characterised by the learner reading widely and trying to understand the meaning of the subject. Achievement Strategy (AS) is where a student's actions are characterized by note taking, making schedules and spacing assignments to avoid a last minute rush.

Of the 33 respondents, 39.4% of the trainees scored average on the surface strategy while 33.3% scored at higher level (good) and 27.3% scored at lower level (poor). On deep strategy, 18.2% scored low (poor), 24.2% average and 57.6% high (good). 48.5% of the trainees were predisposed to use achievement strategy while 27.3% scored average and 24.2% low (poor) as shown in Table 6 below.

TABLE 6

	SS		DS		AS	
	n.	%	n.	%	n.	%
Poor	9	27.3	6	18.2	8	24.2
Average	13	39.4	8	24.2	9	27.3
Good	11	33.3	19	57.6	16	48.5

6.2. Chi-square Analysis(i) Motives By demographic Variables

Analyses were made to determine whether motives were influenced by personal background and experiential characteristics. The Chi-square statistic was computed for age, sex, educational qualification, ethnic origin and time the trainee had been without a job. High score (good or above average) percentages have been taken to illustrate the effect of demographic variables on trainees expressed motivations and strategies.

Respondents in the 20-29 year group tended to be more deep motivated (24.2%) than other year groups, 12.1% for under 20 year group, 9.1% for the 30-39, 3.0% for the 40-49 group and 6.1 for the over 49 year group.

Although there was an almost equal distribution between sexes, females were more deep motivated (30.3%) than males (24.2%) but less achievement oriented (9.1%) than males (24.2%). Detailed distribution for both age group and gender is indicated in Table 7.

TABLE 7

(Above Average percentages)

	SM	DM	AM
Age:			
under 20	3.1	12.1	3.0
20-29	12.1	24.2	12.1
30-39	6.1	9.1	9.1
40-49	6.1	3.0	6.1
over 49	3.0	6.1	3.0
Sex:			
male	15.2	24.2	24.2
female	15.2	30.3	9.1

Respondents without any formal education reported more deep motivation (24.2%) than respondents in other educational qualification groups. Only 18.2% of the secondary leavers scored good on deep motive, 12.1% of the polytechnical group and none for the group under other educational qualifications (Table 8).

Ethnic origin indicated that Maori tended to be more deep oriented (30.3%) than other groups, for example European 24.2%. On the achievement motive European scored better (15.2%) than Maori (12.1%). On the surface motive the Maori tended to score higher (15.2%) than European (9.1%) as indicated in Table 8.

TABLE 8
(Above Average percentages)

	SM	DM	AM
Education qualification:			
None	6.1	24.2	9.1
secondary	6.1	18.2	9.1
college/polytech	9.1	12.1	9.1
other	6.1	0.0	6.1
Ethnic origin:			
European	9.1	14.2	15.2
Maori	15.2	30.3	12.1
Pacific Islander	3.0	0.0	3.0
Other	3.0	0.0	3.0

Time without a job indicated that it could have an influence on the motivation. Respondents who have been without a job for a year or more tended to indicate more deep motivation than other groups.

TABLE 9

(Above Average percentages)

	SM	DM	AM
Time without a job.			
never job	3.0	3.0	3.0
< 6 months	6.1	18.2	3.0
6 months	6.1	6.1	3.0
> 6 months	3.0	3.0	9.1
one year	12.1	24.2	15.2

(ii) Strategies

Trainees in the 20-29 year group reported that they used deep and achievement strategies (21.1% and 24.2% respectively) more than other age groups (Table 10).

Male trainees tended to use deep strategy (33.3%) and surface strategy (24.2%) more than females (9.1%, SS & 24.2%, DS) in their learning. However, females were predisposed more to achievement strategy than both deep and surface strategy.

TABLE 10
(Above Average percentages)

	SM	DM	AM
Age:			
under 20	3.0	12.1	9.1
20-29	9.1	21.2	24.2
30-39	12.1	15.2	9.1
40-49	3.0	3.0	3.0
over 49	6.1	6.1	3.0
Sex:			
male	24.2	33.3	21.2
female	9.1	24.2	27.3

Most of respondents without any formal education scored higher on the deep (21.2%) and achievement (18.2%) strategies than other educational groups (Table 11)

European subjects reported the use of more deep processing strategies (30.3%) than Maori (24.2% as indicated in Table below.

TABLE 11
(Above Average percentages)

	SS	DS	AS
Educational level:			
None	15.2	21.2	18.2
secondary	3.0	15.2	9.1
college/polytech	9.1	15.2	12.1
other	6.1	6.1	9.1
Ethnic origin:			
European	12.1	30.3	21.2
Maori	15.2	24.2	21.2
Pacific Islander	3.0	3.0	3.0
Other	3.0	0.0	3.0

Trainees who had been without a job for a year or more used achievement strategy more (24.2%) than other groups. They also scored higher on the deep strategy (24.2%) in comparison with other groups.

TABLE 12
(Above Average percentages)

	SS	DS	AS
Time without job.			
never job	3.0	3.0	3.0
< 6 months	6.1	18.2	3.0
6 months	6.1	9.1	9.1
> 6 months	3.0	6.1	9.1
one year	15.2	21.2	24.2

6.3. Chi square test.

In spite of these differences in the raw scores chi-square test on the data showed that with the exception of education and deep motive there were no significant differences (Table 13).

TABLE 13

MOTIVATIONS						
Characteristics	SM		DM		AM	
	Chi-sq.	sign.	Chi-sq.	sign.	Chi-sq.	sign
Age	6.346	Ns	8.522	Ns	8.528	Ns
Sex	0.061	Ns	0.859	Ns	4.180	Ns
Education level	8.046	Ns	21.440	S *	2.217	Ns
Ethnic origin	4.985	Ns	11.554	Ns	7.041	Ns
Time no job	9.758	Ns	5.653	Ns	11.683	Ns
STRATEGIES						
Characteristics	SS		DS		AS	
	Chi-sq.	sign.	Chi-sq.	sign.	Chi-sq.	sign.
Age	5.744	Ns	2.638	Ns	4.037	Ns
Sex	4.281	Ns	2.446	Ns	0.832	Ns
Education level	8.040	Ns	6.268	Ns	6.385	Ns
Ethnic origin	11.793	Ns	11.831	Ns	3.003	Ns
Time no job	5.867	Ns	2.726	Ns	14.571	Ns

Note * = significant at $p < 0.05$

6.4. Follow -up interview results

Responses of the follow-up interview were cross-tabulated by the SPQ scales and a chi-square statistic was computed. The results indicated that there was a significant relationship between a positive answer for '**do you care to fail**' and surface motive. Most of the trainees (72.7%) expressed the view that failing makes them feel bad.

Achievement motivation registered significant results with the following:

(a) Why did you join the Access Training Scheme? Most of the respondents (36.4%) were interested in learning in general while the other 27.3% were interested in learning something special.

(b) Do you like coming to classes? 63.6% liked to come to classes and the reason they gave was because they liked learning.

(c) The important outcome most trainees (54.5%) wanted from the Access learning was understanding the subject taught.

(d) On doing homework, most of the learners (81.8%) said they had no time for homework.

What trainees would prefer to do at present was linked to Surface strategy on the SPQ. Most trainees (54.5%) said they would prefer to learn about things rather than being with friends or family.

CHAPTER SEVEN

DISCUSSION

7.1. Motivations

Findings in Table 5 indicate that the Access trainees investigated tended to express more intrinsic or deep motivation (54.5%) than surface (30.3%) or achievement (33.3%) motivation. These results tended to contradict a popular belief and the hypothesised assertion that as unemployed persons, Access trainees would be predisposed to be surface oriented. According to the literature, the unemployed would be more oriented to the acquisition of a qualification or skills which would enable them to get a job than to be intrinsically interested in the subject matter being taught. Even the guiding philosophy behind Access Scheme has been to improve trainees employability (REAC Charter 1988). Hunt (1983) has suggested that unemployed school leavers have a general apathy to school like contexts and tends to view schooling as irrelevant. But, the findings of this study suggested that trends may indicate that Access trainees are interested in their learning for its own sake.

If these findings are true, they may then vindicate the complaint of the unemployed reported in the Akina bulletin (1983). This suggests that the trainees should not be treated as second class citizens by the Labour Department, because they have similar needs to those who have work. The findings also support Charnley, McGivney & Sims (1985) findings that apart from their need of assistance to cope with the situation of unemployment, the educational needs of the unemployed do not necessarily differ from that of the ordinary adult student. The results of this study may also resolve in one way or another the conflicting opinions of adult tutors reported by Noakes & Verboeket (1983) about the educational needs of the unemployed learners. It appears as if the way unemployed approach learning situations does not differ from other learners as some tutors suggested.

Another interesting observation which the researcher discovered during the informal discussion with both tutors and trainees was the enthusiasm with which the learners embark in the learning activities. This enthusiasm appeared to come from the fact that trainees believed that the training they are getting is offering them something relevant and interesting. To some learners especially Maori, their learning offered them an opportunity to rediscover their true identity.

For example when Maori Access learners were asked why they liked to come to classes some gave the following responses:

**I like to come because I am Maori
and I don't know my language or
culture until now.**

Another trainee had this to say:

**I like learning about my culture
to hand on to my children**

Some students who were not Maori suggested that they liked Access training because it gave them an opportunity to do what they wanted. At school (formal) they had to learn what the parents and teachers wanted them to learn. But in the Access, courses they learn are of their own choice. These comments from the trainees were congruent with what one tutor in the Maori institution told the researcher:

**The trainees want to do Maori courses
because of ignorance and shame of their
loss of culture, language, and identity.**

She further suggested that they might also have a long-term goal such as employment requiring Taha Maori skills.

Deep motivation for the Access trainees in the sample may also be attributed to the fact that most of the learners in the Transitional centre were participating in the computer skills course to get skills to use in their personal businesses or in other words for self employment. This then suggested that the intrinsic motivation in computer learning is a result of its immediate application.

Although the Chi-square test results of the follow-up interview suggested that trainees might be more achievement motivated than deep or surface motivated, individual responses indicated that trainees were quite interested in their learning, an attribute of deep motivation. For example, when asked why they liked coming to classes most of the trainees (63.6%) responded that they liked learning. Biggs and Telfer (1987) clarify

the point when they postulate that students use composite approaches in learning, surface-achieving or deep-achieving as well as straight approaches. The results of the follow-up interview therefore, did not deviate much from the SPQ findings that Access learners were likely to be deep motivated in their learning processes.

Based on previous studies (Biggs 1982,1985 and Hattie & Watkins 1981) it was assumed that background information about the trainees would have some bearing on the motivations of the trainees. Although analysis of raw frequencies indicated that some variables such as ethnic origin had some influence on the learners motivations, Chi-square test (Table 13) applied to the data showed that the only significant modifier of trainees motivation was educational experience. Trainees without any formal education indicated to be more deep motivated than other educational groups.

The explanation for this may be found in the fact that most of the trainees without any formal education are older compared to the other groups. Being adults they want to make effective use of this opportunity to ameliorate their lives. Another valid reason may be that most of the trainees without formal education are Maori.

As youths they never learned their language or culture which would have helped them associate themselves as fully Maori. As Maori therefore they must have felt alienated and ashamed; as one tutor put it, 'not to be able to speak their language or express fully their Maoridom'. The course therefore, should be very important to them and hence the intrinsic interest in it.

One may add another reason that it is the adult pride which make the trainees without formal education deeply motivated. As elders they would not like to fail in front of their children.

Chi-square tests (Table 13), indicate that there is a high correlation between deep motive and ethnic origin. The researcher believes that, given a larger sample such relationship may prove significant.

While there was no significant difference between gender characteristics on trainees motivations (Table 13) results suggested a trend to indicate that female trainees are likely to be more deep motivated than male trainees but less achievement oriented than male trainees. These findings support previous studies on the study process (Biggs 1978,1982,1985 and Hattie & Watkins 1981).

7.2. Strategies

According to the findings (Table 6), there was a tendency for the trainees in the sample to use more deep strategy (57.6% above average) and achievement strategy (48.5%, above average) compared to surface strategy (33.3%, good). These findings support Biggs (1985) proposition that there was a motive/ strategy congruence. In the sample 54.5% trainees scored above average on deep motivation and 57.6% scored above average on deep strategy.

Although raw frequency distribution showed that some demographic factors such as ethnic origin and time without a job had some influence on the trainees choice of strategies, chi-square test indicated no significant relationship between the background variables and reported strategies. However, there was a close relationship between ethnic origin and surface and achievement strategies (Table 13).

Also there was a close relationship, though not significant, between time without a job and achievement strategy (Table 13). This makes the researcher assert that with a bigger sample these relationships could be significant.

CHAPTER EIGHT

SUMMARY AND CONCLUSION

The research findings indicated that Access trainees were likely to be intrinsically motivated in their learning. The trends indicated that the trainees were inclined to deep motivation more than to surface or achievement motivation. The trainees showed a tendency for being interested in what they were learning or studying.

Trainees tended to express the use of all strategies in their learning but were prone to use deep strategy more than both surface and achievement strategy. But quite a substantial number of trainees expressed the use surface strategy. Since study approach is a combination of motivation and strategy (Biggs & Telfer 1987) we can safely assert that Access trainees studied show a tendency to use deep approach more than surface or achievement approach in processing academic information.

Biggs (1989) postulates that surface approaches lead generally to undesirable outcomes while deep and achieving approach lead to academic success. The implication for this proposition for the Access tutors is to encourage trainees to keep on with deep approach and discourage those few from using surface Approach. Tutors should avoid both context and message that encourage the recall and reproduction of facts. Trainees should be encouraged to explore and find meaning in their learning. Speth and Brow (1988) suggest that tutors should start by looking at strategies students choose to employ on their own either in routine studying or when preparing for examinations.

It would be appropriate to point out that during the SPQ administration the researcher and the tutors discussed with the trainees any items which the trainees did not understand and sometimes even interpreted it for them. This may have influenced the trainees choice of responses which did not reflect their true feelings but 'accepted norms' in school learning. On the other hand group administration and interpretation of the SPQ like it was done in this study may assist respondents to choose responses which truly express their feelings.

Further research on Access trainees' needs and motivations is needed. It would be useful to develop an appropriate measuring instrument for their motivations and strategies instead of relying on the already developed instruments such as the SPQ, which may not be ideal for Access learners. Alternatively the SPQ could be modified or reworded to suit the needs and educational level of the trainees, and non-formal settings such as those prevalent in the Access Training Scheme.

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APPENDIX A

THE STUDY PROCESS QUESTIONNAIRE

On the following pages are a number of questions about your attitudes towards your studies and your usual ways of studying.

There is no right way of studying. It all depends on what suits your own style and the courses you are studying. The following questions have been carefully selected to cover the more important aspects of studying. It is accordingly important that you answer each question as honestly as you can. If you think that your answer to a question would depend on the subject being studied, give the answer that would apply to the subject(s) most important to you.

How to Answer.

For each item there is a row of boxes for a five-point scale on the answer sheet:

5 4 3 2 1
[] [] [] [] []

A response is shown by marking one of the five boxes for an item to underline the desired number.

The numbers stand for the following responses:

- 5 -- this item is always or almost true of me.
- 4 -- this item is frequently true of me.
- 3 -- this item is true of me about half the time.
- 2 -- this item is sometimes true of me.
- 1 -- this item is never or only rarely true of me.

Example:

I study best with the radio on.

If this was always true of you, you would underline 5 thus:

5 4 3 2 1
 [] [] [] [] []

If you only sometimes studied well with the radio on, you would underline 2, thus:

5 4 3 2 1
 [] [] [] [] []

Underline the number on the answer sheet that best fits your immediate reaction. Do not spend a long time on each item: your first reaction is probably the best one. Please answer each item.

Do not worry about projecting a good image. Your answers are CONFIDENTIAL.

Thank you for your co-operation.

- 5 -- this item is always or almost true of me.
 4 -- this item is frequently true of me.
 3 -- this item is true of me about half the time.
 2 -- this item is sometimes true of me.
 1 -- this item is never or only rarely true of me.

Underline one number for each item.

- | | | | | | | |
|---|-----|-----|-----|-----|-----|-----|
| 1. I chose to join Access largely with a view to the job situation when I graduate rather than out of its deep seated interest to me. | 10. | 5 | 4 | 3 | 2 | 1 |
| | | [] | [] | [] | [] | [] |
| 2. I find that at times studying gives me a feeling of deep personal satisfaction. | 11. | 5 | 4 | 3 | 2 | 1 |
| | | [] | [] | [] | [] | [] |
| 3. I want to succeed in Access training so that I will be able to get a job when I graduate. | 12. | 5 | 4 | 3 | 2 | 1 |
| | | [] | [] | [] | [] | [] |
| 4. I think browsing around is a waste of time, so I only study seriously what's given out in class or in the course outlines. | 13. | 5 | 4 | 3 | 2 | 1 |
| | | [] | [] | [] | [] | [] |
| 5. While I am studying, I often think of real life situations to which the material that I am learning would be useful. | 14. | 5 | 4 | 3 | 2 | 1 |
| | | [] | [] | [] | [] | [] |
| 6. I summarize suggested readings and include these as part of my notes on a topic. | 15. | 5 | 4 | 3 | 2 | 1 |
| | | [] | [] | [] | [] | [] |
| 7. I am discouraged by a poor mark on a test and worry about how I will do on the next test. | 16. | 5 | 4 | 3 | 2 | 1 |
| | | [] | [] | [] | [] | [] |
| 8. While I realize that truth is forever changing as knowledge is increasing, I feel compelled to discover what appears to me to be the truth at this time. | 17. | 5 | 4 | 3 | 2 | 1 |
| | | [] | [] | [] | [] | [] |
| 9. I have a strong desire to excell in all my studies. | 18. | 5 | 4 | 3 | 2 | 1 |
| | | [] | [] | [] | [] | [] |

- 5 -- this item is always or almost true of me.
 4 -- this item is frequently true of me.
 3 -- this item is true of me about half the time.
 2 -- this item is sometimes true of me.
 1 -- this item is never or only rarely true of me.

- | | | | | | | |
|--|-----|----------|----------|----------|----------|----------|
| 10. I learn some things by
memorisation, going over
and over them until I know
them by heart. | 19. | 5
[] | 4
[] | 3
[] | 2
[] | 1
[] |
| 11. In reading new material I often
find that I'm continually
reminded of material I already
know and see the latter in a
new light. | 20. | 5
[] | 4
[] | 3
[] | 2
[] | 1
[] |
| 12. I try to work consistently
throughout the course and
review regularly when the
exams are close. | 21. | 5
[] | 4
[] | 3
[] | 2
[] | 1
[] |
| 13. Whether I like it or not, I
can see that Access education
is for me a good way to get a
well paid or secure job. | 22. | 5
[] | 4
[] | 3
[] | 2
[] | 1
[] |
| 14. I feel that virtually any topic
can be highly interesting once
I get into it. | 23. | 5
[] | 4
[] | 3
[] | 2
[] | 1
[] |
| 15. I would see myself basically
as an ambitious person and
want to get to the top,
whatever I do. | 24. | 5
[] | 4
[] | 3
[] | 2
[] | 1
[] |
| 16. I tend to like subjects with
a lot of factual content rather
than theoretical kinds of
subjects. | 25. | 5
[] | 4
[] | 3
[] | 2
[] | 1
[] |
| 17. I find that I have to do
enough work on a topic so that
I can form my own point of view
before I am satisfied. | 26. | 5
[] | 4
[] | 3
[] | 2
[] | 1
[] |
| 18. I try to do all my assignments
as soon as possible after they
are given out. | 27. | 5
[] | 4
[] | 3
[] | 2
[] | 1
[] |

- 5 -- this item is always or almost true of me.
 4 -- this item is frequently true of me.
 3 -- this item is true of me about half the time.
 2 -- this item is sometimes true of me.
 1 -- this item is never or only rarely true of me.

- | | | | | | |
|--|-----|-----|-----|-----|-----|
| 36. I make a point of reading materials related to my course. | 5 | 4 | 3 | 2 | 1 |
| 45. [] [] [] [] [] | [] | [] | [] | [] | [] |
| 37. I am at The Access Training Scheme mainly because I feel that I will be able to obtain a better job if I have a qualification. | 5 | 4 | 3 | 2 | 1 |
| 46. [] [] [] [] [] | [] | [] | [] | [] | [] |
| 38. Learning from Access programme has changed my views about such things as politics, my religion, and my belief system in life. | 5 | 4 | 3 | 2 | 1 |
| 47. [] [] [] [] [] | [] | [] | [] | [] | [] |
| 39. I believe that society is based on competition and education should reflect this. | 5 | 4 | 3 | 2 | 1 |
| 48. [] [] [] [] [] | [] | [] | [] | [] | [] |
| 40. I am very aware that tutors know a lot more than I do and so concentrate on what they say is important rather than rely on my own judgement. | 5 | 4 | 3 | 2 | 1 |
| 49. [] [] [] [] [] | [] | [] | [] | [] | [] |
| 41. I try to relate new material, as I am reading it, to what I already know on that topic. | 5 | 4 | 3 | 2 | 1 |
| 50. [] [] [] [] [] | [] | [] | [] | [] | [] |
| 42. I keep my access work neat, and well-organized | 5 | 4 | 3 | 2 | 1 |
| 51. [] [] [] [] [] | [] | [] | [] | [] | [] |

ABOUT YOURSELF

Please select the number representing your appropriate response for the following items and enter it in box.

1. Your age (years).
 1. under 20.
 2. 20 - 29.
 3. 30 - 39. 52. []
 4. 40 - 49.
 5. over 49.

2. Your sex.
 1. male. 53. []
 2. female.

3. Ethnic origin.
 1. European.
 2. Maori. 54. []
 3. Pacific Islander.
 4. Other ethnic group (specify).

4. Last examination you passed at school.
 1. none.
 2. secondary school. 55. []
 3. college.
 4. other.

5. Time you have been without a job.
 1. never had a job.
 2. less than six months. 56. []
 3. six months.
 4. more than six months.
 5. one year.

APPENDIX B

Questionnaire for the Interview.

1. Why did you join the Access Training Scheme?

- []
- (1) Was bored with staying at home.
 - (2) To get skills for a job.
 - (3) Be with my friend(s).
 - (4) Was interested in learning.
 - (5) Wanted to learn something.

2. Do you like coming to classes?

- If yes, why? []
- (1) I meet people
 - (2) I like learning.
 - (3) I get skills for a job.
 - (4) I enjoy being away from home.
 - (5) I want to succeed.

- If no, why? []
- (1) It feels like school.
 - (2) The tutors do not teach well.
 - (3) The subject matter is not interesting.
 - (4) It is useless for it does not guarantee me a job.

3. Do you like learning about things?

- If yes, why? []
- (1) To increase my knowledge about the world.
 - (2) To get some sort of a qualification.
 - (3) I enjoy learning about things.

- If no, why? []
- (1) Waste of time.
 - (2) It is not important.
 - (3) I hate this training place.

4. Do you take down notes while you are learning ?

- If yes, why? []
- (1) Helps me learn better.
 - (2) Allows me to refer later when studying.
 - (3) Guide my learning.

- If no, why? []
- (1) Not important.
 - (2) Waste of time.
 - (3) I can't write.
 - (4) Our learning is all practical.

5. Do you care if you fail ?

- If yes, why? []
- (1) It makes me feel bad.
 - (2) My friends will laugh at me.
 - (3) I will not be considered for a job.
 - (4) My parents would not be pleased.

- If no, why? []
- (1) I don't care.
 - (2) studying has no meaning for me.
 - (3) I am here just to pass time.
 - (4) getting a job does not depend on whether I fail or pass.

6. Do you read any other material relevant to your course apart from what the teacher gives you in class?

- If yes, why? []
- (1) To increase my knowledge on the subject.
 - (2) I like to read.
 - (3) I am really interested in learning.

- If no, why? []
- (1) no time.
 - (2) no need.
 - (3) waste of time.
 - (4) not required.

7. Is understanding what is taught important to you?

- If yes, why? (1) It helps me get skills for a job.
 (2) It helps me pass exams.
 (3) I enjoy understanding what is taught.
 (4) It won't help me get a job.

- If no, why? (1) I don't care.
 (2) Nobody cares whether you understand or not.
 (3) It is not important.

8. What is the most important outcome for you from learning in Access ?

- (1) Understanding the subject taught.
 (2) Passing exams.
 (3) Getting skills for a job.
 (4) Finding a place to pass time.
 (5) Doing what I want.

9. Do you do all the tasks the teacher wants you to do ?

- If yes, why? (1) Because they want me to.
 (2) If I don't, they won't recommend me for a job.
 (3) It makes me prove to myself that I understand the subject.

- If no, why? (1) No time.
 (2) Not necessary.
 (3) Can't be bothered.

10. I learn better when,

- []
- (1) Listening to the tutor.
 - (2) Doing practical things.
 - (3) Visiting work place/marae.
 - (4) Studying by myself.
 - (5) Learning with my friends.

11. What would you prefer to do at present?

- []
- (1) Spending more time with my family.
 - (2) Hanging about with my friends in the streets.
 - (3) Spending more time learnig about things.
 - (4) Just learning what I have to learn.

12. Access tutors should help trainees,

- []
- (1) To get essential skills for a job.
 - (2) Understand the subject taught.
 - (3) Pass exams.

13. Do you think it's important to practice again and again the skills you have been taught?

- If yes,why? []
- (1) Better learning.
 - (2) Helps me get it right.
 - (3) Helps me understand better.

- If no,why? []
- (1) Can't be bothered.
 - (2) Can't do it anyway.
 - (3) No need.
 - (4) Waste of time.

APPENDIX C

CROSSTABULATIONS OF THE VARIABLESAge by Surface Motive.

	Poor		Average		Good		Total	
	n.	%	n.	%	n.	%	n.	%
under 20	3	9.1	3	9.1	1	3.0	7	21.1
20-29	5	15.2	4	12.1	4	12.1	13	39.4
30-39	2	6.1	4	12.1	2	6.1	8	24.2
40-49	0	0.0	0	0.0	2	6.1	2	6.1
Over 49	1	3.0	1	3.0	1	3.0	3	9.1
Total	11	33.3	12	36.4	10	30.3	33	100.0

Age by Deep Motive.

	Poor		Average		Good		Total	
	n.	%	n.	%	n.	%	n.	%
under 20	0	0.0	3	9.1	4	12.1	7	21.1
20-29	3	9.1	2	6.1	8	24.2	13	39.4
30-39	0	0.0	5	15.2	3	9.1	8	24.2
40-49	0	0.0	1	3.0	1	3.0	2	6.1
Over 49	0	0.0	1	3.0	2	6.1	3	9.1
Total	3	9.1	12	36.4	18	54.5	33	100.0

Age by Achievement Motive.

	Poor		Average		Good		Total	
	n.	%	n.	%	n.	%	n.	%
under 20	4	12.1	2	6.1	1	3.0	7	21.1
20-29	6	18.2	3	9.1	4	12.1	13	39.4
30-39	1	3.0	4	12.1	3	9.1	8	24.2
40-49	0	0.0	0	0.0	2	6.1	2	6.1
Over 49	1	3.0	1	3.0	1	3.0	3	9.1
Total	12	36.4	10	30.3	11	33.3	33	100.0

Sex by Surface Motive.

	Poor		Average		Good		Total	
	n.	%	n.	%	n.	%	n.	%
Male	5	15.2	6	18.2	5	15.2	16	48.5
Female	6	18.2	6	18.2	5	15.2	17	51.5.4
Total	11	33.3	12	36.4	10	30.3	33	100.0

Sex by Deep Motive.

	Poor		Average		Good		Total	
	n.	%	n.	%	n.	%	n.	%
Male	1	3.0	7	21.2	8	24.2	16	48.5
Female	2	9.1	5	15.2	10	30.3	17	51.5.4
Total	3	9.1	12	36.4	18	54.5	33	100.0

Sex by Achievement Motive.

	Poor		Average		Good		Total	
	n.	%	n.	%	n.	%	n.	%
Male	5	15.2	3	9.1	8	24.2	16	48.5
Female	7	21.2	7	21.2	3	9.1	17	51.5.4
Total	12	36.4	10	30.3	11	33.3	33	100.0

Education by Surface Motive.

	Poor		Average		Good		Total	
	n.	%	n.	%	n.	%	n.	%
None	4	12.1	3	9.1	2	6.1	9	27.3
Secondary	3	9.1	7	21.2	2	6.1	12	36.4
college	1	3.0	1	3.0	4	12.1	6	18.2
Other	3	9.1	1	3.0	2	6.1	6	18.2
Total	11	33.3	12	36.4	10	30.3	33	100.0

Education by Deep Motive.

	Poor		Average		Good		Total	
	n.	%	n.	%	n.	%	n.	%
None	0	0.0	1	3.0	8	24.2	9	27.3
Secondary	0	0.0	6	18.2	6	18.2	12	36.4
college	0	0.0	2	6.1	4	12.1	6	18.2
Other	3	9.1	3	9.1	0	0.0	6	18.2
Total	3	9.1	12	36.4	18	54.5	33	100.0

Education by Achievement Motive.

	Poor		Average		Good		Total	
	n.	%	n.	%	n.	%	n.	%
None	3	9.1	3	9.1	3	9.1	9	27.3
Secondary	6	18.2	3	9.1	3	9.1	12	36.4
college	1	3.0	2	6.1	3	9.1	6	18.2
Other	2	6.1	2	6.1	2	6.1	6	18.2
Total	12	36.4	10	30.3	11	33.3	33	100.0

Race by Surface Motive.

	Poor		Average		Good		Total	
	n.	%	n.	%	n.	%	n.	%
European	3	9.1	6	18.2	3	9.1	12	36.4
Maori	7	21.2	4	12.1	5	15.2	16	36.4
Pac/islander	0	0.0	2	6.1	1	3.0	3	9.1
Other	1	3.0	0	0.0	1	3.0	2	6.1
Total	11	33.3	12	36.4	10	30.3	33	100.0

Race by Deep Motive.

	Poor		Average		Good		Total	
	n.	%	n.	%	n.	%	n.	%
European	2	6.1	2	6.1	8	24.2	12	36.4
Maori	1	3.0	5	15.2	10	30.3	16	36.4
Pac/islander	0	0.0	3	9.1	0	0.0	3	9.1
Other	0	0.0	2	6.1	1	0.0	2	6.1
Total	3	9.1	12	36.4	18	54.5	33	100.0

Race by Achievement Motive.

	Poor		Average		Good		Total	
	n.	%	n.	%	n.	%	n.	%
European	3	9.1	4	12.1	5	15.2	12	36.4
Maori	9	27.3	3	9.1	4	12.1	16	36.4
Pac/islander	0	0.0	2	6.1	1	3.0	3	9.1
Other	0	0.0	1	3.0	1	3.0	2	6.1
Total	12	36.4	10	30.3	11	33.3	33	100.0

Time without job by surface Motive.

	Poor		Average		Good		Total	
	n.	%	n.	%	n.	%	n.	%
Never job	0	0.0	0	0.0	1	3.0	1	3.0
< 6 months	6	18.2	4	12.1	2	6.1	12	36.4
6 months	2	6.1	0	0.0	2	6.1	4	12.1
> 6 months	0	0.0	3	9.1	1	3.0	4	12.1
One year	3	9.1	5	15.2	4	12.1	12	36.4
Total	12	36.4	10	30.3	11	33.3	33	100.0

Time without job by Deep Motive.

	Poor		Average		Good		Total	
	n.	%	n.	%	n.	%	n.	%
Never job	0	0.0	0	0.0	1	3.0	1	3.0
< 6 months	1	3.0	5	15.2	6	18.2	12	36.4
6 months	1	3.0	1	3.0	2	6.1	4	12.1
> 6 months	0	0.0	3	9.1	1	3.0	4	12.1
One year	1	3.0	3	9.1	8	24.2	12	36.4
Total	3	9.1	12	36.4	18	54.5	33	100.0

Time without job by Achievement Motive.

	Poor		Average		Good		Total	
	n.	%	n.	%	n.	%	n.	%
Never job	0	0.0	0	0.0	1	3.0	1	3.0
< 6 months	7	21.2	4	12.1	1	3.0	12	36.4
6 months	2	6.1	1	3.0	1	3.0	4	12.1
> 6 months	1	3.0	0	0.0	3	9.1	4	12.1
One year	2	6.1	5	15.2	5	15.2	12	36.4
Total	12	36.4	10	30.3	11	33.3	33	100.0

Age by Surface Strategy.

	Poor		Average		Good		Total	
	n.	%	n.	%	n.	%	n.	%
under 20	3	9.1	3	9.1	1	3.0	7	21.1
20-29	4	12.1	6	18.2	3	9.1	13	39.4
30-39	2	6.1	2	6.1	4	12.1	8	24.2
40-49	0	0.0	1	3.0	1	3.0	2	6.1
Over 49	0	0.0	1	3.0	2	6.1	3	9.1
Total	9	27.3	13	39.4	11	33.3	33	100.0

Age by Deep Strategy.

	Poor		Average		Good		Total	
	n.	%	n.	%	n.	%	n.	%
under 20	1	3.0	2	6.1	4	12.1	7	21.1
20-29	3	9.1	3	9.1	7	21.2	13	39.4
30-39	2	6.1	1	3.0	5	15.2	8	24.2
40-49	0	0.0	1	3.0	1	3.0	2	6.1
Over 49	0	0.0	1	3.0	2	6.1	3	9.1
Total	6	18.2	12	24.2	18	57.6	33	100.0

Age by Achievement Strategy.

	Poor		Average		Good		Total	
	n.	%	n.	%	n.	%	n.	%
under 20	1	3.0	3	9.1	3	9.1	7	21.1
20-29	3	9.1	2	6.1	8	24.2	13	39.4
30-39	3	9.1	2	6.1	3	9.1	8	24.2
40-49	0	0.0	1	3.0	1	3.0	2	6.1
Over 49	1	3.0	1	3.0	1	3.0	3	9.1
Total	8	24.2	9	27.3	16	48.5	33	100.0

Sex by Surface Strategy.

	Poor		Average		Good		Total	
	n.	%	n.	%	n.	%	n.	%
Male	4	12.1	4	12.1	8	24.2	16	48.5
Female	5	15.2	9	27.3	3	9.1	17	51.5.4
Total	9	27.3	13	39.4	11	33.3	33	100.0

Sex by Deep Strategy.

	Poor		Average		Good		Total	
	n.	%	n.	%	n.	%	n.	%
Male	3	9.1	2	6.1	11	33.3	16	48.5
Female	3	9.1	6	18.2	8	24.2	17	51.5.4
Total	6	18.2	8	24.2	19	57.6	33	100.0

Sex by Achievement Strategy.

	Poor		Average		Good		Total	
	n.	%	n.	%	n.	%	n.	%
Male	5	15.2	4	12.1	7	21.2	16	48.5
Female	3	9.1	5	15.2	9	27.3	17	51.5.4
Total	8	24.2	9	27.3	16	48.5	33	100.0

Education by Surface Strategy.

	Poor		Average		Good		Total	
	n.	%	n.	%	n.	%	n.	%
None	1	3.0	3	9.1	5	15.2	9	27.3
Secondary	6	18.2	5	15.2	1	3.0	12	36.4
college	1	3.0	2	6.1	3	9.1	6	18.2
Other	1	3.0	3	9.1	2	6.1	6	18.2
Total	9	27.3	13	39.4	11	33.3	33	100.0

Education by Deep Strategy.

	Poor		Average		Good		Total	
	n.	%	n.	%	n.	%	n.	%
None	1	3.0	1	3.0	7	21.2	9	27.3
Secondary	3	9.1	4	12.1	5	15.2	12	36.4
college	0	0.0	1	3.0	5	15.2	6	18.2
Other	2	6.1	2	6.1	2	6.1	6	18.2
Total	6	18.2	8	24.2	19	57.6	33	100.0

Education by Achievement Strategy.

	Poor		Average		Good		Total	
	n.	%	n.	%	n.	%	n.	%
None	2	6.1	1	3.0	6	18.2	9	27.3
Secondary	3	9.1	6	18.2	3	9.1	12	36.4
college	1	3.0	1	3.0	4	12.1	6	18.2
Other	2	6.1	1	3.0	3	9.1	6	18.2
Total	8	24.2	9	27.3	16	48.5	33	100.0

Race by Surface Strategy.

	Poor		Average		Good		Total	
	n.	%	n.	%	n.	%	n.	%
European	7	21.2	1	3.0	4	12.1	12	36.4
Maori	2	6.1	9	27.3	5	15.2	16	36.4
Pac/islander	0	0.0	2	6.1	1	3.0	3	9.1
Other	0	0.0	1	3.0	1	3.0	2	6.1
Total	9	27.3	13	39.4	11	33.3	33	100.0

Race by Deep Strategy.

	Poor		Average		Good		Total	
	n.	%	n.	%	n.	%	n.	%
European	2	6.1	0	0.0	10	30.3	12	36.4
Maori	3	9.1	5	15.2	8	24.2	16	36.4
Pac/islander	1	3.0	1	3.0	1	3.0	3	9.1
Other	0	0.0	2	6.1	0	0.0	2	6.1
Total	6	18.2	8	24.2	19	57.6	33	100.0

Race by Achievement Strategy.

	Poor		Average		Good		Total	
	n.	%	n.	%	n.	%	n.	%
European	3	9.1	2	6.1	7	21.2	12	36.4
Maori	3	9.1	6	18.2	7	21.2	16	36.4
Pac/islander	1	3.0	1	3.0	1	3.0	3	9.1
Other	1	3.0	0	0.0	1	3.0	2	6.1
Total	8	24.2	9	27.3	16	48.5	33	100.0

Time without job by surface Strategy.

	Poor		Average		Good		Total	
	n.	%	n.	%	n.	%	n.	%
Never job	0	0.0	0	0.0	1	3.0	1	3.0
< 6 months	4	12.1	6	18.2	2	6.1	12	36.4
6 months	1	3.0	1	3.0	2	6.1	4	12.1
> 6 months	2	6.1	1	3.0	1	3.0	4	12.1
One year	2	6.1	5	15.2	5	15.2	12	36.4
Total	9	27.3	13	39.4	11	33.3	33	100.0

Time without job by Deep Strategy.

	Poor		Average		Good		Total	
	n.	%	n.	%	n.	%	n.	%
Never job	0	0.0	0	0.0	1	3.0	1	3.0
< 6 months	2	6.1	4	12.1	6	18.2	12	36.4
6 months	1	3.0	0	0.0	3	9.1	4	12.1
> 6 months	1	3.0	1	3.0	2	6.1	4	12.1
One year	2	6.1	3	9.1	7	21.2	12	36.4
Total	6	18.2	8	24.2	19	57.6	33	100.0

Time without job by Achievement Strategy.

	Poor		Average		Good		Total	
	n.	%	n.	%	n.	%	n.	%
Never job	0	0.0	0	0.0	1	3.0	1	3.0
< 6 months	6	18.2	5	15.2	1	3.0	12	36.4
6 months	0	0.0	1	3.0	3	9.1	4	12.1
> 6 months	1	3.0	0	0.0	3	9.1	4	12.1
One year	1	3.0	3	9.1	8	24.2	12	36.4
Total	8	24.2	9	27.3	16	48.5	33	100.0

APPENDIX D

CHI-SQUARE TEST FOR INTERVIEW AND SPQ DIMENSIONSMotivations

		SM		DM		AM	
		Chi-sq.	sign.	chi-sq.	sign.	Chi-sq.	sign.
1. Why join Access.		9.167	Ns	9.395	Ns	17.416	S *
2. Like coming to classes.	(Y) (N)	9.114	Ns	4.714	Ns	18.071	S *
3. Like Learning.	(Y) (N)	7.920	Ns	6.111	Ns	2.688	Ns
4. Taking notes.	(Y) (N)	9.166 6.914	Ns	5.118 1.658	Ns	8.632 8.905	Ns Ns
5. Care if you fail.	(Y) (N)	11.000 .244	S * Ns	1.260 .356	Ns	8.250 5.958	Ns Ns
6. Read widely.	(Y) (N)	7.920 4.950	Ns	3.055 1.260	Ns	6.111 8.250	Ns Ns
7. Is understanding important?	(Y) (N)	1.320	Ns	.916	Ns	1.925	Ns
8. Important Outcome from Access.		6.600	Ns	3.972	Ns	15.125	S *
9. Doing assignments.	(Y) (N)	5.029 2.933	Ns	5.434 2.648	Ns	6.286 12.833	Ns S *
10. I learn better when...		8.800	Ns	9.777	Ns	12.069	Ns
11. Prefer to do...		5.886	Ns	3.361	Ns	5.042	Ns
12. Tutors help students to...		2.933	Ns	.356	Ns	5.958	Ns
13. Is practising Important?	(Y) (N)	3.850 1.320	Ns	3.552 .996	Ns	4.812 1.925	Ns Ns

Note: * is significant at $p < 0.05$

Strategies

		SS		DS		AS	
		Chi-sq	sign.	Chi-sq.	sign.	Chi-sq.	sign.
1. Why join Access.		12.787	Ns	10.083	Ns	7.792	Ns
2. Like coming to classes.	(Y) (N)	5.578	Ns	6.285	Ns	6.220	Ns
3. Like Learning.	(Y) (N)	5.573	Ns	3.226	Ns	4.522	Ns
4. Taking notes.	(Y) (N)	9.258 4.295	Ns	9.487 2.985	Ns Ns	4.431 5.151	Ns Ns
5. Care if you fail.	(Y) (N)	8.250 2.261	Ns Ns	1.993 .581	Ns Ns	4.927 1.477	Ns Ns
6. Read widely.	(Y) (N)	5.573 4.950	Ns Ns	3.960 1.993	Ns Ns	5.011 2.979	Ns Ns
7. Is understanding important?	(Y) (N)	1.320	Ns	1.320	Ns	1.925	Ns
8. Important Outcome from Access.		6.417	Ns	6.233	Ns	7.486	Ns
9. Doing assignments.	(Y) (N)	4.675 2.933	Ns Ns	1.493 3.055	Ns Ns	6.482 4.685	Ns Ns
10. I learn better when...		11.733	Ns	8.250	Ns	3.819	Ns
11. Prefer to do...		11.275	S *	3.391	Ns	5.500	Ns
12. Tutors help students to...		2.933	Ns	.581	Ns	1.477	Ns
13. Is practising Important?	(Y) (N)	4.468 1.320	Ns Ns	4.950 1.320	Ns Ns	5.844 1.925	Ns Ns

Note: * = significant at $p < 0.05$