

EFFECTS OF SUPPLEMENTARY EXAMS ON MOTIVATIONAL LEVEL OF OPEN DISTANCE LEARNER (ODL)

TAHIRA BIBI¹, NAILA NASEER²

¹Department of Educational Planning, Policy Studies and Leadership Allama Iqbal Open
University Islamabad Pakistan (PAKISTAN)

tahira1epm@gmail.com

²Department of Distance, Non-formal & Continuous Education Alama Iqbal Open University
Islamabad Pakistan (PAKISTAN)

naila.naseer@aiou.edu.pk

ABSTRACT: *Motivation plays a fundamental role in teaching learning process. Motivation boosts the learners' behavior for active learning to attain specific study goals. It facilitates students obtain information, knowledge, develop interpersonal skills, increase creativity, and develop a sense of discipline. This study aimed to investigate the effects of supplementary exams on motivational level of learners in Open Distance Learning (ODL) at Allama Iqbal Open University (AIU). It was also attempted to identify different remedies to upraise the motivational level of distance learners. The population comprised of post graduate level students (who appeared in supplementary exams in Autumn 2012) of Faculty of Education. A random sample of 100 students was taken. Questionnaire was developed and administered on the sample through survey. Questionnaire was validated through expert opinion (face validity). Data was analyzed in SPSS. Major findings of the study revealed that supplementary exams lower the motivational level of students for further learning. It was suggested that supplementary training/classes may be arranged for the learners who fail in exams in first attempt. Moreover, online tutorial support may also be arranged for such learners. To maximize the motivational level of learners, experts, psychologists, counselors, teachers, and parents may be consulted to lessen the effects of supplementary exams for the continuation and completion of learning process.*

Key words: Motivational Level, Supplementary Exams, Open Distance Learning

Introduction: Exams measure the ability to deal with examination pressure mugging understanding of complicated issues and solution within a limited time period, short term memory. There is no other way to evaluate the performance of learners than examination (AH, 2011). To test the intellectual knowledge of learner and feed back of learners' examination is a major important instrument (Zoughi & Armidale, n.d). Intrinsic Process basically motivates the person. Intrinsic, rewards, self concept based motivation, either external or internal, behaviors; attitudes towards the goals are the basic sources of motivation (Scholl, 2002). What causes an individual to react, act in a specific way either unconsciously or consciously intentionally or unintentionally is motivation (Deckers, 2010). Process that initiates, guides and maintains goals-oriented behaviors (Cherry, n.d). The arousal, selection, direction, and continuation of behavior abide by the force that is called motivation also defined as desire and willingness to act. (Singh et al. 2011) Strategies to use of failures to make changes for sources are find out the reasons of failure, discover the way to learn best and change it in goals and commitment to attain it and self discipline (Denny & Triou, 2011). Learner of open distance learning environment has low extrinsic motivation level which would be increased through rewards, recognition of degree; enhance job opportunities, worth of degree for competitive exams (Singh et al. 2012). Basic objective of evaluation is to assess and judge the quality or worth of educational program,

performance and proficiency of learners' attainments (Shahid, 2010). Open education system provides flexibility in courses and taking up examinations as compared to traditional system (Gautam, 1990; & Indradevi, 1985). The learners successfully complete the education in open distance learning is connected to the self management, (Atman, 1988), and familiarity to technology (Schifter & Monolescu, 2000) and personal concept (Gibson, 1996). When learners of formal education system and ODL are compared there is significant variation exist in motivation level towards learning. (Singh et al., 2011). To work and learn, motivation of learner affected by many factors (Bligh, 1971; & Sass, 1989).

Problem Statement: Motivation is a major factor in students' learning process. Students' success in exams is associated with their motivational level. Furthermore, if a student fails in exams, the supply may reduce his/her motivational level to proceed further for studies. In this perspective, the present study was based to identify the effects of supplementary exams on motivational level of Open Distance Learners.

Objectives: Following were the objectives of study:

To investigate the effects of supplementary exams on motivational level of learners in Open Distance Learning (ODL) at Allama Iqbal Open University.

To identify the remedies to upraise the motivational level of distance learners.

The Questions Of The Present Research: The focused questions of this research were:

What are the effects of re-examination on ODL Learners Motivation to complete the enrolled program?

What is the relationship between the supplementary exams and learners motivation level?

Hypothesis: There is a significant relationship between supplementary exams and motivational level of Open Distance Learners.

Methodology: The study was descriptive in its method and school survey study was conducted to solve the problem

Population: The population comprised of post graduate level students (who appeared in supplementary exams in Autumn 2012) of Faculty of Education.

Sample: A random sample of 100 students (male and Female) was taken by using table of random numbers.

Instrument: Questionnaire was developed and administered on the sample through survey. Questionnaire was validated through expert opinion (face validity). It consisted of 17 items. The items were in the form of short sentences and employed "Yes" "No" response options. The instrument contained the questions regarding demographic information of the respondents. These included questions regarding age, gender and monthly income of the respondents.

Validity of the Instrument: Questionnaire was validated through expert opinion (face validity). Based upon their responses the suggested improvements were made in the research tool.

Pilot Testing: A matching sample of (60) post graduate level students was selected by random sampling and questionnaire was sent them through post with a self addressed envelope and 2 weeks were given to respondents to send filled questionnaire back. Out of 60 respondents 41 responded. All the responses were analyzed and scale reliability was evaluated in SPSS. Alpha-coefficient reliability of the instrument is given in the following table:

Alpha-Coefficient Reliability of Questionnaire

Scale	No. of Items	Cronbach's Alpha
	17	.87

Results To compute data, Pearson Correlation was used to see the effects of supplementary exams on motivational level of students. Percentages were computed regarding remedies to improve motivational level of students.

Table 1
Pearson Correlation of Supplementary Exams and Motivational Level of Students (N=100)

	Motivational Level of Students
Supplementary Exams	.89*
N	100

*p 0.01

Above table highlights a relationship between supplementary exams and motivational level of students. The correlation coefficient (.89*) reveals that supplementary exams affects motivational level of students. The significance level (Sig) of .01 affirms that motivational level of students was correlated with supplementary exams with a possible error (p 0.01) to 1% of the cases.

Table 2
Pearson Correlation of Supplementary Exams and Motivational Level of Female Students (N=65)

	Motivational Level of Students
Supplementary Exams	.91*
N	100

*p 0.01

Above table highlights the responses of female students regarding relationship between supplementary exams and motivational level of students. The correlation coefficient (.91*) reveals that supplementary exams affects motivational level of students. The significance level (Sig) of .01 insists that motivational level of students was correlated with supplementary exams with a possible error (p 0.01) to 1% of the cases.

Table 3
Pearson Correlation of Supplementary Exams and Motivational Level of Male Students (N=35)

	Motivational Level of Students
Supplementary Exams	.88*
N	100

*p 0.01

Above table highlights the responses of male students regarding relationship between supplementary exams and motivational level of students. The correlation coefficient (.88*) reveals that supplementary exams affects motivational level of students. The significance level (Sig) of .01 asserts that motivational level of students was correlated with supplementary exams with a possible error (p 0.01) to 1% of the cases.

Table 4
Different Remedies to Upraise Motivational Level of Distance Learners

Remedies	(Frequency) Male	(Frequency) Female	N
Lessons according to Interests	58%	42%	100
Extra Support	70%	30%	
Consultation with Psychologists	48%	52%	
Extra effort from Teachers/Tutors	31%	59%	
Training/Coaching Classes	50%	50%	
Extra Effort from Learners	45%	55%	
Peer Consultation	81%	19%	

The above table indicates the remedies suggested by the learners to improve their motivational level to lessen the supplementary exams. The responses of male and female respondents indicate that there may be lessons according to the learners' interest; extra support may be provided; psychologists may be consulted; teachers/tutors extra support may be provided; training/coaching may be arranged; learners may do extra effort; peer consultation may be done.

Discussion:In the present study, it was the objective of study to investigate the effects of supplementary exams on motivational level of students. The results revealed that supplementary exams do affect motivational level of students (Table 1, 2, and 3). The correlation coefficients (.89*, .91*, and .88*) indicate that there is relationship between supple and motivational level of students. The second objective of the study was to identify different remedies to upraise the motivational level of distance learners. The responses of male and female respondents indicate that there may be lessons according to the learners' interest; extra support may be provided; psychologists may be consulted; teachers/tutors extra support may be provided; training/coaching may be arranged; learners may do extra effort; peer consultation may be done.

Conclusion:Results of study suggest that there were significance relationship between the effects of supplementary exams on motivational level of learners in open distance learning. It was suggested that supplementary training/classes may be arranged for the learners who fail in exams in first attempt. Moreover, online tutorial support may also be arranged for such learners. To maximize the motivational level of learners, experts, psychologists, counselors, teachers, and parents may be consulted to lessen the effects of supplementary exams for the continuation and completion of learning process. To increased the motivational level of learners particularly extrinsic motivation which was lessen in ODL learners generally and specially learners who appear in supplementary exams provide them job opportunities career prospects, more facilities at study centers, acceptability of degrees for competitive examination.

Recommendations:In the light of the conclusion drawn from the research following suggestions were recommended. Online guidelines for examination preparation may be provided to the ODL learners who appear in examination and supplementary examination. Online availability of subject experts, tutors, psychologists may be available to motivate the learners and lessen the dropout. Coaching classes at selected study centers may be arranged for extra effort to clear the supplementary exams.

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