

A study of achievement motivation of university students in relation to their learning styles

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Abstract

The aim of the study is to explore the relationship between achievement motivation and different styles of learning among university students. The sample comprised of 100 students of Punjabi University, Patiala. The tools used were Achievement Motivation Scale (n-ach) (1971) by Pratibha Deo and Asha Mohan and Learning Style Inventory (1971) developed by K.S Mishra. The findings revealed that there is no significant relationship between the reproducing dimension of learning style and achievement motivation of university students. Whereas, there is significant relationship between the constructive dimension of learning style and achievement motivation among university students.

Keywords: Relationship, Motive, Task, Metacognitive

Introduction

In the present competitive era education is the way to fulfill and achieve desired goals of all individuals. Nowadays the basic educational level decides the amount of success in life and in development of the learning style for achieving educational attainment of students. Education develops the capacities and potentialities of the individuals and prepare them to be successful in society. Society has been radically transformed by socio economic development and industrialization and this process of change is continuing. Every individual has universal tendency to strive that can be called motive which avoid failure but tries to achieve. Those who engage themselves in a task on account of an achievement motive are said to work under the spirit of achievement motivation.

Achievement motivation is an essential element which affects the behaviour of an individual. Achievement motivation is a drive to do well. The achievement drive in fact required to large extent for success in any field. Achievement geared person is one who sincerely tries to improve the conditions of life. As almost any activity, from gardening to managing an industrial organization, can be viewed in terms of competition and success versus failure, the need to achieve influences behaviour in a large number of diverse situations, and because it is a learned motive, there are wide differences among individuals with respect to achievement. It is this difference in the strength of motivation to achieve that is important in understanding the development of the child. Both achievement motivation and motivation for competence are useful but effort is essential to accomplish both and learning probably comes faster to persons with high achievement motivation than to those with low achievement motivation.

The expectancy-value theory of achievement motivation suggests that student expectancies for success and the values that they place on achieving in school contribute to positive achievement behaviors and learning trajectories. Using multiple learning styles and multiple intelligences for learning is a relatively new approach. Learning style is an individual's natural pattern of acquiring and processing information in learning situations. Everyone has a mix of learning styles. Learning styles consist of a combination of motivation,

engagement, and cognitive processing habits, which then influence the use of metacognitive skills such as situation analysis, self-pacing, and self-evaluation to produce a learning outcome.

Academic talents of students can carry them forward but in order to be scholars, they need to manage their own learning. When a person does a task with expectation that his performance will be evaluated in relation to some standards of excellence such behaviour is achievement oriented. Coleman (2005) described achievement motivation as need for Achievement a social form of motivation involving a competitive drive to meet standards of excellence. Deshmukh (2000) considered the positive aspect of achievement motivation as to have a sense of attainment, self actualization and self fulfillment. It plays a significant role in the total shaping of behaviour and personality, which in turn shapes the economic and social destiny of nation. Achievement motivation is an important factor which affects the behaviour of an individual. Alderman (2004) stated achievement motivation is related to achievement oriented performance situations. Honey and Mumford (1992) defined learning style as an individual preferred or habitual ways of processing and transforming knowledge. Style is a concept used to describe a set of individual qualities, activities or behaviour that is maintained over a period of time. Style highlights an individual's potential. This in turn leads to enhanced performance as the individual creates and maintains a sense of identity. Duff and Duffy (2002) defined learning style are the composite of cognitive characteristics, affective and psychological factors that influence interest and respond to learning environments.

Brown (2000) viewed learning style as the manner in which individual perceive and process information in learning situations. James and Gardner (1995) conceptualised learning styles as the conditions where the learners most effectively perceive, process, store and recall what they are trying to learn. Tripathi (1998) explored the relationship between academic achievement and achievement motivation of 445 ninth grade students. The findings revealed that achievement motivation of boys and girls was highly correlated with intelligence and

achievement. Among the other correlates of achievement motivation, academic achievement was proved to be the most dominant factor. Chaturvedi (2009) examined the effect of school environment on achievement motivation and academic achievement of 300 students of Bhopal. The results showed positive significant correlation between academic motivation and achievement of students.

Awan *et al.* (2011) examined the academic relationship with achievement motivation and self-concept of 336 students of Sargodha district. The results revealed the achievement motivation and self-concept were significantly related to academic achievement. Tachie (2001) examined the learning style preferences of 1334 students of public junior high schools and their influence on students' performance in science. The dominant learning style preference of students in the junior high school is auditory (65%), kinesthetic (25%) and visual (10%). Female students were more auditory in their learning style preferences than male students while the male students were more visual in their learning style preferences than the female. Jointly, 12.7% of the variance in performance was accounted for by grade level, age, sex, and auditory learning styles of students.

Chan (2001) studied the learning style of 398 gifted and non-gifted secondary school students of Hong Kong. Comparing gifted and non-gifted students, gifted students indicated significantly greater preferences for learning styles related to interpersonal verbal exchanges and autonomous learning. There was no significant gender difference in learning style preference, younger age group indicated significantly greater preferences for learning styles related to structured activities and games than the older age group.

Orhur and Orhun (2005) explored the relationship between learning styles and achievement of 72 students from Anadolu University, Turkey. It was found that there was significant relationship between students' learning styles and students' achievements. Students on convergent learning style category were more successful than the others.

Barzegar (2011) investigated the relationship between learning styles and academic achievement of 700 students of Islamic Azad University. Results indicated no significant relationship between the learning styles and academic achievement of students. Tan and Laswad (2011) examined the association between learning style preferences and performance of students in an undergraduate taxation course at New Zealand University. The results indicated that the majority of the students were either converges or assimilators and there were not significant difference in performance between the two learning style groups. These results suggest that as more and more educators adopt various approaches in teaching and engaging students in learning, tertiary students have the ability to adapt to different learning styles. Educators can certainly help students to learn by exposing them to varied learning style.

Rozalina *et al.* (2013) studied the learning style and academic achievement among arts and science streams of 100 school students of west Malaysia. Respondents preferred the dependent learning style followed by co-operation in all the variables namely gender, class, ethnic, family income and students academic achievement. Gunes (2014) studied learning style preferences of 367 students of Gazi University and explored the relationship between student's learning styles preferences and their achievement.

So, there is a relationship between the teaching strategies of the teacher and the learning preferences of the students. Concept of learning style is important for learners, teachers, parents, guidance workers, administrators and planners. This study is to help teachers to widen their array of teaching strategies that are suitable to learning styles of maximum students. Every research study has some objectives which give direction to it.

Objectives

Following were the objectives of the study.

- To study the achievement motivation of the university students.
- To study the relationship between achievement motivation and different styles of learning among university students.

Hypothesis of the Study

- There is no significant relationship between achievement motivation and different styles of learning among university students.

Delimitation of the Study

The study was delimited to the students studying in Punjabi University, Patiala.

Research Method

A descriptive survey method was used to collect data regarding achievement motivation of students in relation to their learning styles.

Sample

The sample comprised of 100 students of Punjabi University, Patiala.

Research Tools

In order to collect the data for the present investigation, following tools were selected and employed by the investigator.

- Achievement Motivation Scale (n-ach) (1971) developed by Pratibha Deo and Asha Mohan.
- Learning Style Inventory (1971) developed by K.S Mishra.

Adminiistration of Tools

While administering the different tools to the students, the purpose of collecting the data was explained to them. Proper instructions were given to the subjects in detail. Then they were instructed to answer all the items.

Results

41 out of 100 students have achievement motivation score upto 150 i.e. lies below the interval 151-160 in which mean lies whereas scores of 39 students lie above that interval. The mean score turned out to be 153 (SD=22.12), median is 154 and mode is 156.

Relationship between Achievement Motivation and Learning Styles of University Students

Relationship between achievement motivation and learning styles of university students was explored by using product moment correlation (r). The value of coefficient of correlation(r) revealing the relationship of achievement motivation and learning styles of university students has been shown in table1.

Table 1: Relationship between Achievement Motivation and Learning Style of University Students

Achievement Motivation/ Dimensions of Learning Styles	Coefficient of Correlation (r)
Reproducing	0.043 ^{NS}
Constructive	0.31*

NS: Not significant, *Significant at 0.05 level.

The table 1 revealed that co-efficient of correlation of the reproducing dimension of learning style of university students with achievement motivation is 0.043 which is not significant at 0.05 level. It indicates that there is no significant relationship between the reproducing dimension of learning style and achievement motivation of university students. The co-efficient of correlation of the constructive dimension of learning style with achievement motivation of university students is 0.31 which is significant at 0.05 level. It indicates that there is significant relationship between the constructive dimension of learning style and achievement motivation among university students. Thus the hypothesis that there is no significant relationship between achievement motivation and learning styles of university students stands partially accepted.

Conclusions

- Forty one university students had low Achievement Motivation because of majority of students had Achievement Scores lower than mean score.
- The constructive dimension of learning style is significantly related to achievement motivation of university students. There were no significant relationship between the reproducing dimension of learning style and achievement motivation of university students. So, teachers can make use of various tactics, methods, life situation, teaching techniques to improve achievement motivation of students. The present study may help to develop the intricate relationship between the teaching strategies of the teacher and the learning preferences of the students.

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