

ACHIEVEMENT MOTIVATION OF SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR LEARNING STYLES

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Paper Received On: 21 FEBRUARY 2023

Peer Reviewed On: 27 FEBRUARY 2023

Published On: 01 MARCH 2023

Abstract

Getting motivated is the driving force that leads to achievement. The style adopted by the learners play a significant role towards achievement. Subsequently, achievement motivation is a consistent striving force of an individual to achieve success to certain standard of excellence in competing situation. In this study an attempt is made to study the effect of Learning Styles on the Achievement Motivation of Secondary School Students in Chennai City. With the aim to determine the relationship between achievement motivation and learning style the investigator drew samples at a random from 200 Secondary students located in Chennai. Tools constructed and validated by Deo and Mohan 1985 to assess the Achievement Motivation and O'Brien Learning Style 1985 questionnaire was adopted in this present study. The finding shows that the Secondary School Student have moderate level of Achievement Motivation and it was found there exist no Gender difference in Achievement Motivation, Learning Style of Secondary School Students Further, it was observed that there is significant relationship between Achievement Motivation, Learning Style of Secondary School students.

Keywords: Achievement, Motivation, Secondary school, Learning Styles



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INTRODUCTION

A good education helps you recognize yourself and your strengths. As you learn about the world and yourself, you come across things that interest you. You find things you are good at and figure out how you can contribute and help the world grow.

Education gives you opportunities to explore yourself, and your surroundings and empowers you to understand the ways of the world. It gives you the freedom to live a life of your choice.

This present situation education is important one because if students learn more thing then there social life can improve more, as well they will succeed in their life like wise while studying time if they motivated by teachers students can change their learning Style it will shows the good outcomes.

Achievement Motivation

Motivation is the process of encouraging the individuals to take action in order to achieve a goal. Motivation is one of the driving forces behind human behavior. Motivation is an important factor which encourages persons to give their best performance and help in reaching goals. A strong positive motivation will enable to increase output of employees but a negative motivation will reduce their performance. Above all the key element in personnel management is motivation.

Achievement Motivation has been defined as concern for excellence in performance, as reflected in competition with the standards set by others or oneself, unique accomplishment or long term involvement (McClellan et al., 1953). Increasing Achievement Motivation can improve student learning, performance and outcomes and enhance their self-image and feelings or self-efficacy. Motivation plays a significant role in student learning. Students with high motivation levels tend to have the best learning outcomes.

Learning style

Learning style is a method of processing information. A learning style is the way that different students learn. A style of learning refers to an individual's preferred way to absorb, process, comprehend and retain information

Types of Learning Styles: Four categories of learning are widely adopted by learners:

- Visual
- Auditory
- Reading/Writing
- Kinesthetic

Sometimes the acronym VARK is used to reference these forms of learning quickly.

Visual Learning Style

The visual learning style involves information processing via visual media such as charts, graphs, tables, and maps. Visual learners prefer to see information drawn or represented in various ways.

Auditory Learning Style

Auditory learning refers to processing information that is spoken and heard. Auditory learners do well with discussion, reading aloud, lectures, and other information presented orally.

Read/Write Learning Style

The read/write learning style relies heavily on written words. Learners who prefer the read/write style do well with reading text and writing text. Read/write learners may best process visual and auditory information by writing notes or descriptions.

Kinesthetic Learning Style

Kinesthetic learning involves tactile or sensory experiences, manipulating real objects, performing active experiments, or otherwise participating in hands-on learning activities. All students benefit from kinesthetic learning experiences.

Learning styles is one factor that accounts for individual's differences in learning. An individual's learning styles refers to the way he or she pursues the process of learning, remember and comprehend the new information and skills. An individual's educational attainment depends on their learning style not only the learning environments and abilities (**Allison and Hayes 1990**). A person's approach to learning is a relatively dependent on the response drawn from learning environment. Often the classroom environment is not enough to deal with various students having different learning styles. Majority of educators till day have not considered student's learning styles to be an important component that determines the Teaching- learning process. Understanding learning styles and role of learning style in teaching-learning process is a mile stone for effective process.

Review of Related literature

Vijayakumari and Rekha (2014) investigated on secondary school students of 525 in number, from Kerala. They used Achievement Motivation Scale constructed by Pillai and Kumar, 1994 comprising seven components named as work ethics, status aspiration, competitiveness, acquisitiveness, and pursuit of excellence, mastery, and dominance. It was concluded that boys and girls had no differences in their achievement motivation level. Similar findings were reported for the students from urban and rural, and among students of government, aided and unaided schools. They further found that, gender, locale and type of management had no direct significant influence on the achievement motivation of secondary school students but these variables interacted together to influence achievement motivation.

Sunitha (2005) explored the educational learning climate for aided & also aided co-education high school students. Sample comprised of 240 pupils from schools in Dharwad, India. Data have been collected through the Researcher-Developed Home Learning Environment Scale & academic achievement was considered as the average % marks of the prior session & the student's 2 semesters in the present year. As per findings teaching climate did not significantly affect academic success of boys as well as girls. A positive & significant association among students' academic achievement & parental education was also discovered.

Bruni (2006) investigated the relation among educational attainment, psychosocial & demographic factors. Based upon a sample of 380 schoolchildren from Italy, the school achievement index was utilized as an instrument to evaluate their educational attainment. Its outcome revealed significant differences in the educational attainment of boys & girls schoolchildren. Girls have been discovered to have more educational attainment as compared to boys.

Halawab (2006) investigated the impact of family climate, motivation & student characteristics on academic achievement on three hundred and eighty eight 9th grade male & females in UAE, it was formed that motivation & family climate exerted effect on scholastic attainment whereas gender was formed to be a passive factor.

Preiss and Franova (2006) analyzed association among symptoms of depression, academic performance, and intelligence by taking six hundred & thirty five subjects (boys & girls) using reliable & valid tools that gender remained non-significant in its effect.

Waters (2006) explored that educational performance of 575 science students studying in village areas was different from that of learners in cities in Australia. Performance consisted of 3 years and 5 expert results, respectively, for eight weeks for rural students pursuing the same course in rural clinical areas or in 50 Brisbane. There was no statistical difference between the educational performances of both the groups.

Navarrete (2007) conducted a study on one hundred forty nine pupils from California on culture and achievement motivation among Latino and Anglo American high school students in the United States. Facts were gathered by conducting the Culture Value Orientation and Attention-Emotion Scale and grade point averages taken as students' educational output. Parents' SES and education influenced academic success of students of both cultures.

Tuan(2011) conducted a study to identify how teachers understand their students learning preferences as well as the extent of mismatch between students' and teachers' styles which has led to students' low performance and frustration. The sample was 12 teachers and 168 students from eight EFL classes in Vietnam. A questionnaire survey consisted of 44 close ended questions was distributed among the students of low upper intermediate and intermediate classes. Student teacher style matching was measured by class observation. The results showed that the Vietnamese learners were more visual than verbal, more intuitive than sensing, more sequential than global, and more active than reflective. There was also some mismatch between the students' learning styles and the teachers' teaching styles. After matching learning styles, the Felder's (1993) and the Kolb's (1984) multiple teaching strategies were applied to stretch the learners' style. While the teachers' role was to guide students to particular learning styles, they had to familiarize themselves with new teaching styles.

Despite the failure of style stretching by some students and teachers, the study confirmed the advantages of style stretching and matching.

Khasawneh (2022) this study aimed to identify the relationship between curriculum, teaching methods, and assessment methods, and school and home environment and learning difficulties in English language among students in the elementary stage in Irbid Governorate from the students' point of view. The study used the descriptive-analytic approach. The sample of the study consisted of (100) male and female students, who teach the fourth and fifth grades, distributed as follows: (50) males and (50) females. To achieve the objectives of the study, a questionnaire was designed to identify the relationship between curriculum, teaching methods, and assessment methods, and school and home environment and learning difficulties among students in English language. The questionnaire included the following dimensions, curriculum, teaching methods, and assessment methods, and school and home environment. The results of the study revealed that the overall degree for the relationship between curriculum, teaching methods, and assessment methods, and school and home environment to students' learning difficulties In English language at the primary stage from the students' point of view was high in all dimensions of study. The study concluded that it is important to identify the importance of curriculum, teaching methods, and assessment methods, and school and home environment for students with LDs and students should be aware of these factors and their role.

Aaltonen (2022) The benefits and challenges of using game-based learning (GBL) methods in project management higher education have not been widely investigated. This study employs qualitative methods and builds on in-depth interview data from 22 experienced university teachers with a project management teaching background. It shows that teachers perceive beneficial consequences for students from gaming, such as increased interest and knowledge acquisition with a memorable learning experience. Teachers' inspirations and motivations are boosted by a novel method to motivate and engage students. The perceived challenges of GBL for students manifest as increased cognitive load and stress. This paper contributes to a deeper understanding of the impact of GBL methods while identifying challenges and disadvantages, which are not as widely discussed as benefits. This research identifies experiences from project management teachers' perspectives, covering both learners' and instructors' viewpoints. The findings may help teachers to decide whether GBL could be used in their courses.

Foroozandehfar and Khalili (2019). The purpose of the present study was to investigate the relationship between EFL personality types, their learning style, and their reading fluency. To this end, 130 male and female intermediate EFL learners were selected from three institutes. They were asked to fill in two questionnaires including a Holland's questionnaire of personality types and Reid's Perceptual Learning Style Preference (PLSP) Survey. Moreover, they were asked to read a reading

section of Active Skills for Reading to measure their reading fluency. Pearson coefficient of correlation was employed to answer the first and second research questions and a multiple regression analysis was run after checking the preliminary assumptions. The results of the study indicated that there is a significant relationship between learners' personality types and reading fluency. The findings revealed that both personality types and learning style could predict learners' reading fluency.

Ramadhan and Yogi Norihwan (2022) Speaking is one of the important elements in learning English, learning to speak requires processes that are the result of imitation, practice, feedback, and habitual information. Therefore, many students try to increase their ability in learning speaking skills in many other ways so, in this study, the researcher tries to analyze the students learning style to improve their speaking ability. The objective of this research was to find out the student's learning styles to improve their speaking ability in using 6 learning styles visual, auditory, kinesthetic, individual, group, and tactical of Pondok Pesantren Modern Darul Istiqomah Barabai. The research applied qualitative research. The sample of this research consists of 11 students and data was obtained by using questionnaires. The research finding indicates the student's ability in learning speaking using 6 learning styles and from the 6 learning styles almost all of them all very useful in the student learning in speaking and has a good amount score from each learning style visual with a score of 74, auditory with score 71, kinesthetic with score 72, individual with score 75, group with score 68, and tactical with score 71. Based on all results above, the student's ability to learning speaking skills was high on the medium score.

METHODOLOGY

RANDOM SAMPLING TECHNIQUE

In the current study, random sampling technique was adopted to select 200 Secondary School Students from Chennai District. At a random sample were selected from three boards of schools namely Government, Government-Aided, and Private Schools.

TOOLS

For this study, Tools constructed and validated by Deo and Mohan 1985 to assess the Achievement Motivation. The questionnaire has 15 questions help to find the motivation level of the Secondary School Students. The maximum score of this questionnaire is 75 and minimum score of the 15 assessed on Five point Likert scale.

And O'Brien Learning Style 1985 questionnaire. It has 20 questions and it help to find the different leaning style among the Secondary School Students. The maximum score of this questionnaire is 80 and minimum score of the 0 assessed on Five point Likert scale.

OBJECTIVES

The investigator with adequate knowledge acquired from previous studied would like to find the following in the present study

- To find the relationship between Achievement Motivation and Learning Style of Secondary School Students.
- To determine gender differences in Achievement Motivation and Learning style of Secondary School Student.

HYPOTHESIS

Based on the knowledge acquired from previous studies the tentative solution drawn is as follows

- There exist significant positive relationship between Achievement Motivation and Learning Style.
- There is no significant difference in Achievement motivation and leaning style based on gender.

ANALYSIS

Table 1 showing significant relationship between the variables Achievement Motivation and Learning Style.

Variables	Learning style
Achievement motivation	0.224**

0.01 level of significance

The correlation table depicts the significant relationship between the variables Achievement Motivation and Learning Style at 0.01 level indicating that both the variables are positively and directly related. Further it can be inferred that when there is an improvement in learning style achievement motivation of secondary school student increases, implying the young teachers to concentrate more on developing good learning style to have its impact on the holistic development of students. Favorable learning style tends to Improve the motivation of students to continue to remain involved in the task.

Table2 showing mean difference in the variable learning style based on gender

Variables	Gender	Number	Mean	Std. deviation	T value	Level of significant
Learning style	Boys	100	31.36	9.27	1.179	NS
	Girls	100	32.97	10.02		

It could be inferred that both boys and girls are found similar in their learning style. The uniformity in the boards of education and equality in provision made to the students has made the students to have a similar learning style and subsequently, have a similar performance.

Table3 showing mean difference in the variable Achievement Motivation based on gender

Variables	Gender	Number	Mean	Std. deviation	T value	Level of significant
Achievement Motivation	Boys	100	42.70	6.77	1.544	NS
	Girls	100	44.19	6.87		

The above table conclude that based on Achievement Motivation the Boys and Girls have a similar mean values so there is no significant difference between the boys and girls in their achievement motivation. The educational policies of the Government have opened its avenue to all students irrespective of caste, creed, race, and ethnicity thus motivating all students to perform well in academics. Thus no significant difference between boys and girls are found.

IMPLICATION

This present study Teachers and Instructors should focus on implicit motivation, which will have a more notable impact on comprehension in accomplishing high scholarly for performance of students.

Parents should adopt child rearing styles that would improve motivation and provide high confidence in their youth to enable them to perform well in academic and related activities This present study implies to the teachers the necessity to focus on better learning style so as to contribute towards achievement of studies.

CONCLUSION

It was concluded that teaching methods encouraging students and providing interactive and fun environments could boost motivation to learn and give rise to retention, particularly in skill-based programs and courses. Teachers can thus utilize dynamic models such as the learning methodology to help students understand and gain more nursing skills. The present research is an attempt to improve the achievement motivation of the students. The teachers through improved learning styles or through incorporating least techniques in teaching learning process can bring about an improvement in their achievement and eventually, make the student be motivated throughout their education. Thus the education system and the Policy makers can incorporate changes at the initial stages of the education in order to bring about desirable changes in the students.

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