

A STUDY ON THE LEARNING STYLES AND ACHIEVEMENT MOTIVATION OF B.ED. STUDENTS IN VELLORE DISTRICT

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ABSTRACT

The present study used the descriptive survey approach to examine the learning styles and achievement motivation of B.Ed. College students in Vellore District. A random sampling technique was utilized to gather information from 300 B.Ed. candidates from government, government-aided, and private institutions. The results showed that learning styles, achievement motivation, and all aspects of learning styles, including visual, auditory, kinaesthetic, solitary, and social learning, were significantly influenced by the type of institution. This was in contrast to all other variables, including gender, age, type of family, year of study, marital status, family income, location, and whether a student living at home or in a hostel.

Keywords: *Learning Styles, Achievement Motivation, Visual, Auditory, Kinaesthetic, Solitary, and Social Learning*

Introduction

Learning is the process of obtaining new information, skills, attitudes, behaviors, values, and preferences (Groso, 1983). Learning styles are various approaches to learning that are influenced by factors such as cognitive ability, emotions, and environment. Theorist Neil Fleming (2001) coined the term VARK, which stands for visual, auditory, reading / writing preference, and kinaesthetic type of learning styles. Achievement motivation, also known as the need for achievement (N Ach or nAch), is the psychological urge to perform at a high level of competence.

Statement of the Problem

The current study attempted to study the learning style and achievement motivation among B.Ed. students in the Vellore District.

Background of the Study

Previous studies related to the present investigations attempted to find out the significant difference between academic achievement and learning styles among primary and secondary school students (Dahiya, 2019). While the studies of Martin et al. (2021) described the influence of learning styles on academic achievement among higher education students in the field of social science at the universities, Hence, the present study focused on the study

of learning styles and achievement motivation among the selected B. Ed. students in the Vellore District.

Need and Significance of the Study

The job of a teacher in the classroom will be increasingly difficult in the current century. The way that each student learns is unique; some prefer to learn by listening, some prefer to observe, and some prefer to learn by doing. Individuals need to be able to learn in all five ways: visually, auditorily, kinaesthetically, individually, and socially. Achievement motivation can assist people in reaching their objectives both at work and in their personal lives.

Objectives of the Study

To find out the effect of gender, age, type of institution, medium of instruction, year of study, marital status, family income, geographical location, residing at hostel or home, and type of family on

Dr. S. SANTHI

Assistant Professor of Education, Lady Willingdon Institute of Advanced Study in Education, Chennai, TamilNadu, India

S. YUVARANI

M.Ed. Scholar, Lady Willingdon Institute of Advanced Study in Education, Chennai, TamilNadu, India

- (i) the learning styles of the B.Ed. students.
- (ii) the achievement motivation of the B.Ed. students and

Hypotheses

1. There is no significant difference between learning styles of B.Ed. students in terms of gender, age, type of institution, medium of instruction, year of study, marital status, family income, geographical location, residing at home or in a hostel and type of family.
2. There is no significant difference between achievement motivation of B.Ed. students in terms of gender, age, type of institution, medium of instruction, year of study, marital status, family income, geographical location, residing at home or in a hostel and type of family.
3. There is no significant difference between auditory, visual, kinesthetic, solitary, and social learning styles of B.Ed. students in terms of gender, age, type of institution, medium of instruction, year of study, marital status, family income, geographical location, residing at home or in a hostel and type of family.

Tools Used in the Present Study

Description of Tool - 1 (Learning Style)

The self-developed inventory was used to determine the learning styles. It consists of 30 statements based on five dimensions. Each statement in the questionnaire was scored based on the five-point rating scale. The reliability and validity of this inventory were 0.70 and 0.84, respectively.

Description of the tool II (Achievement Motivation)

The Deo-Mohan Achievement Motivation (n-Ach) Scale (1985) was adopted for the present study. The tool consists of a five-point rating scale. The reliability and validity of this inventory were 0.69 and 0.83, respectively.

Sample and Sampling Technique of the Study

The present study utilizes the descriptive survey method. The random sampling technique was used to select 100 B.Ed. students (I and II years) from each of the three types of management, i.e., government colleges, government-aided colleges and private.

Statistical techniques used

Percentages, arithmetic mean, standard deviation, t-test and ANOVA (F – test) were used to analyze the data using the SPSS package.

Data Analysis and Interpretation

The information acquired from the percentages and numbers of the variables in Tables 1 and 2 revealed the mean and standard deviation calculated for each variable for learning style and achievement motivation. The findings of the first and second hypotheses, which were examined with the aid of particular statistical methods like the t-test and ANOVA for the F-test, linked to the impact of the studied variables on learning styles and achievement motivation.

Table 1
t –Test Showing the Significant Difference between B.Ed. students in their Learning Styles and Achievement Motivation

S. No.	Variable	Categories	Learning Styles				Achievement Motivation			
			Mean	S.D.	t - Value	S/ NS	Mean	S.D.	t - Value	S/ NS
1	Gender	Male	132.6	12.02	0.897	NS	159.5	23.44	0.04	NS
		Female	133.8	11.46			159.4	25.8		
2	Age	Up to 21	133.9	11.73	0.859	NS	164.7	23.82	1.26	NS
		22 and above	133	11.77			158.8	24.76		
3	Medium of Instruction	Tamil	133.3	11.31	0.076	NS	157.8	24.75	1.43	NS
		English	133.2	12.48			161.9	24.5		
4	Year of Study	First Year	132.4	12.38	0.684	NS	156.9	27.08	1.02	NS
		Second Year	133.5	11.58			160.3	23.9		
5	Marital Status	Married	132.4	12.55	0.223	NS	158.1	25.89	0.17	NS
		Un Married	133.2	11.76			159.5	24.7		
6	Residing at	Home	133.6	12.5	0.624	NS	161.3	25.08	1.41	NS
		Hostel	132.8	10.9			157.3	24.17		
7	Type of Family	Nuclear	133.3	11.81	0.183	NS	160.9	23.61	1.59	NS
		Joint Family	133	11.73			156.1	26.75		

S – Significant; NS – Not Significant. At a 5% level of significance the table value of ‘t’ is 1.96.

Hypothesis 1: There is no significant difference in the learning styles of B.Ed. students in terms of the studied variables.

Hypothesis 2: There is no significant difference in the achievement motivation of B.Ed. students in terms of the studied variables.

Table 1 revealed that the result of the t-test showed that there is no significant difference in the learning styles and achievement motivation of B.Ed. students in terms of the other studied variables.

Table 2 indicated that the result of the ANOVA (F-test) showed that there is a significant difference in the learning styles and achievement motivation of B.Ed. students in terms of type of institution. Whereas, the reverse is true in the case of family income, and geographical locations of the B.Ed. students.

Table 2
ANOVA Shows the Significant Difference between B.Ed. students in their Learning Styles and Achievement Motivation

Variable	Categories	Description	Learning Styles					Achievement Motivation				
			SS	df	MS	F	S/NS	SS	df	MS	F	S/NS
Institution	Govt.	Between	2288	2	1144	8.7	S	19288	2	9644	1.8	S
	Private	Within										
	Aided	Within	39084	297	131			163044	297	549		
Family Income Rs. / annum	<50000	Between	50	2	25	0.2	NS	1584	2	792	1.3	NS
	Below 50000 – 1 lakh	Within										
	Above 1 lakh	Within	41322	297	139			180748	297	609		
Geographical Location	Urban	Between	241	2	120		NS	1548	2	774	1.3	NS
	Semi Urban	Within										
	Rural	Within	41131	297	138				180784	297		

S – Significant; NS – Not Significant. At a 5% level of significance the table value of ‘F’ is 3.84
SS - Sum of Squares; MS - Mean Squares

Hypothesis – 3: There is no significant difference in the B.Ed. students in their learning styles in terms of all the variables studied.

The result of the t-test and F – test showed that there is no significant difference in the different learning styles (auditory, visual, kinesthetic, solitary, and social) in terms of all the variables studied except the type of institution. The result of ANOVA (F-test) revealed that there is a significant difference in the solitary learning style in terms of type of institution.

Educational Implications

The findings of the study points out that the impact of

college type reflects on the learning styles and achievement motivation.

Hence, it is the parents, teachers, college management, and administrators of different colleges who are instrumental in determining and nurturing their learning styles and motivation relating to evolving changes or academic accomplishments.

Suggestions for Further Study

A study should be undertaken at all levels of education, as well as a detailed study to investigate the influence of learning styles on achievement motivation among the students of various districts and states. Longitudinal studies may be carried out to improve students’ performance by changing their learning styles.

Conclusion

This study is very valuable in the field of education and research, as it serves as a database for upcoming research.

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