

Learning Styles Preferences of Hindi Medium School Students in Relation to their Achievement Motivation

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ABSTRACT

The present study reports that, in recent the students were more active, more visual and sensitive towards the teaching and learning, Teacher have to increase their students motivation and level of teaching learning. Teacher has to identify factors that affect the learning styles of their students. So that their teaching will suit their students needs and to help increase their achievement motivation. Students have different learning styles depending on how their brains work during learning. Learning styles are considered to be the manner in which an individual learns or the psychological and cognitive characteristics that determine the way a person learn.

Keywords : Learning Styles, Preferences, Hindi Medium, School Students, Achievement Motivation

I. INTRODUCTION

As the world has moved from the industrial age to a technology based society in which individual and society competence is paramount the focus of educational systems must shift from the basic competency based education. In the present of science and information technology, psychologists and educationists in India and abroad are actively trying to evolve measures to raise the quality of learning outcomes in the school classrooms. A number of factors that affect the process of learning rather than the product were sorted out by researcher the nature of student learning and scholastic achievement. Today classrooms are increasingly multi cultural and students bring rich personal, social, intellectual and educational experiences to classrooms that teachers must use.

On the other hand teachers are encouraged to adjust their teaching strategies and the students' unique learning styles. This is especially true in the present increasingly diverse classrooms where multiple ways of knowing, learning and interacting have to be valued. Learning is the central problem in education the main aim of education, as we know, is to produce desired changes in the behavior of children, and when these changes have taken place we say the child has learnt. We expose the children to certain experiences these experiences produce changes in behavior patterns. We

design ate such changes by the general term 'learning.' Such again learning is a natural outcome of the individual attempts to meet his basic and normal needs and to ward off anxiety. Julia Weber points out in a paper on child development that children want to learn, to Know and to 'be able.'

They do not have to be teased, or techniques into growing, as Donald snygy also says the learner is not the passive victim of his environment learning can only take place in response to the full need of the child. Learning is a complex process. To put it in simple words we can say that it is the process by which an organism, as a result of its interaction in a situation, acquires a new mode of behavior, which tends to persist and affect the general behavior pattern of the organism, to some degree. It consists of a more or less permanent modification of behavior, changes in manner of acting. Ways of expressing one is thought, attitudes, feeling are called learning in short learning is an emergence of a new experience.

II. REVIEW OF LITERATURE

Kumar (1997) studied the differences in Approaches to Studying and Learning Style between High - Achievers and Low - Achievers in secondary school Biology. **350** standard IX pupils were selected as sample. The investigator reported that there is significant differences

between High and Low Achievers based on their Learning Style.

Ferris (1984) reported no correlation similarity in Learning Style and Achievement. The study was conducted among 147 fifth grade students.

Hanpol (1987) studied the relationship between Learning Style and Achievement of 74 Thai University students. Result shows that no statistically significant relationship exist between Learning Style and Achievement.

Miller (1998) investigated the effect of Programmed Learning sequence. Classes in anatomy and sonography were both taught using lectures and programmed learning sequences in book format. Achievement was higher with Programmed learning sequences than lecture; and there was **significant correlation between Learning Style preferences and Achievement.**

Harpole (2001) conducted a study focused on the difference between male and female secondary school chemistry students is an effort to determine the relationship of gender and Learning Style to achievement and laboratory skills. The Canfield Learning Style inventory Form SA was used to determine student's Learning Style. The result of the study indicated that male chemistry students preferred situation that involve numbers and logic, computing and solving mathematical problems and benefited from the course work that was logically and clearly organized. Female chemistry students tended to need laboratory activities in which they could work with people and help each other.

Nzdnn (2002) conducted a study focused on the examined the effect of Learning style and strategies intervention upon at risk middle school student's Achievement. Result shows a significant relation exist between Learning Style and Achievement.

Preetha (2004) investigated the effect of Leaning Style and Achievement Motivation on Achievement in Biology on 650 secondary school pupils. Results showed that the main effect of Learning Style is significant for total sample and all the sub sample except for boys, rural boys and urban girls out of the nine ANOVA employed.

Vendana (2008) investigated the relationship between emotional intelligence, critical thinking. Personality types learning styles of prospective secondary teachers and reported that low emotional intelligent prospective secondary teachers had higher level of reflective, intuition and verbal learning styles than high emotional intelligent prospective secondary teacher.

Mohanasundaram and Kumar (2011) reported a significant relationship of right and intergraded hemispheric style and achievement in history. It was noticed that right hemispheric style contributes more to the achievement than the integrated hemispheric style.

Singh (2012) conducted a study focused on the studied that influence of residential place on the achievement of students with the objective to study the effect of location on the achievement level of students by taking a sample of 650 students with in the age range of 17 to 19 years and found that the urban students had better academic achievement than rural students, The reason behind this may be the facilities and exposures provided to urban learner.

Chetri (2014) conducted a study focused on the undertaken to investigate the achievement motivation of adolescents and its relationship with academic achievement. The study was confined to 480 secondary school leavers studying in different schools of Sikkim by using stratified random sampling techniques from various government and non government managed schools within the age range of 16-17 years, from urban and rural areas. The finding of the study revealed no significant difference in achievement motivation with regard to gender and locale variation but significant differences in relation to management variation. Another finding of the study was the significant difference in the academic achievement of the students with regard to locale and management variation. The relationship between achievement motivation and academic achievement also yielded a significant relationship at 0.05 levels and 0.01 levels.

III. LEARNING STYLE

Learning style is a most important part of education. Learning style is the way you absorb and assimilate information. People have different learning style Depending on how their brains work during learning four different learning style are identifiable among learning. the visual, auditory, read / write and kinesthetic style. Each of these styles has advantages and disadvantages. Which you should know so That you can recognize the most situation. Some subject or situation requires you to adopt a style different from your natural learning style. The term 'learning styles' speaks to the understanding that every student learner differently. Technically an individual's learning styles refers to the preferential way in which the student absorbs processes. Comprehends or retains in formation,

For example, when learning how to build a clock, some students understand the process by following verbal instructions, while others have to physically manipulate the clock themselves.

This notion of individualized learning styles has gained widespread recognition in education theory and classroom management strategy. Individual learning styles depend on cognitive, emotional and environmental factors, as well as one prior experience. In other words - everyone different, it is important for Educators to understand the difference in their students learning styles, so that they can Implement best practice strategies in to their daily activities curriculum and assessment.

3.1 Types of learning style

The visual style: - People who learn best through visual aids have visual learning styles. Visual aids include facial expression and gesticulation, DVDs, Etc. Visual learners think and learn in picture. This style of learning has an important advantage.

The auditory style: - Some people prefer to learn by hearing what they Want Learn. Theirs is the auditory learning style. To learn, such people would listen to discussion, talking matters over, reading out of tats or making use of e- courses containing audio recordings.

The read / write style :- Read / write learners need writing materials to take down points they think important from what they read, hear or see. The read Write styles have the advantage of making them more self dependent because with their note taking, they can learn much by themselves.

The kinesthetic style: - kinesthetic learners prefer to learn by moving and Doing. They prefer interactive learning. Learning through practical challenges And hands on experience and taking in information as they move from one Place to another. Kinesthetic learners are therefore not comfortable sitting in a place for long.

IV. BENIFT OF LEARNING STYLES

- Reduces the stress and frustration of learning experiences. Increases your self confidence.
- Enables you to enjoy any learning process.

- Inspires greater composite, motivation for lifelong learning.
- Shows you how to take advantage of your natural skills and inclinations’.
- Translate learning power into earning power.
- Gives you customized techniques to score better on tests and exams.

A learning style is the consistent pattern of behavior and performances by which an individual approaches educational experiences. It is a covert intellectual process providing the development and restructuring of existing conceptual schemes. Classroom learning tasks place within complex social environment. It is necessary to understand how the class climate affects students learning. It is the more or less consistent way in which a person perceives, conceptualizes, organizes, and recalls information Dybvig (2014) defines learning styles as the way a person processes, internalizes, and studies new all challenging material.

V. ACHIVEMENT MOTIVATION

Motivation is the basic drive for all of our actions. Motivation refers to the dynamics’ of our behavior which involves our needs, desires, and Ambitions in life. Achievement motivation is based on reaching success and achieving all of our aspirations in life. Achievement goals can affect the way a person performs a Task and represent a desire to show competence. These basic physiological motivation Drives affect our natural behavior in different environment most of our goals are incentive based and can very form basic hunger to the need for love and the establishment of mature sexual relationship.

Our motives for achievement can range or realizing success in competitive ventures. Motivation is important because it affects our lives every day. All of our behavior, actions, though, and beliefs are influenced by our inner drive Succeed. Achievement motivation has been conceptualized in many different ways our understanding of achievement. Relevant effects cognition and behavior has improved. Despite beings similar in nature many achievement motivation approaches have been developed separately, suggesting that must achievement motivation theories are in concordance with one another instead of competing. Motivational researchers have sought to promote a hierarchal model of approach and avoidance achievement motivation by incorporating the two

prominent theories. The achievement motive Approach and the achievement goal approach.

5.1 Types of achievement Motivation

Performance approach achievement: is focused on attaining competence are relative to others.

Performance avoidance achievement: is focused on avoiding incompetence relative to others.

Mastery achievement: is focused on the development of competence itself and of task master.

It can be seen as direct predictors of achievement relevant circumstances. Thus achievement motives are said to have an indirect or distal influence and achievement goals are said to have a direct or proximal influence on achievement relevant outcomes. Achievement motivation can be defined as the need for success or the attainment of excellence. Individuals satisfy their needs through different means, and are driven to succeed for varying reasons both internal and external.

VI. LEARNING STYLE AND ACHIEVEMENT MOTIVATION

Learning style helps educators understand how people perceive and process information of different ways. **Mohanasundaram and Kumar (2000)** reported a significant relationship of right and integrated hemispheric style and achievement in history. It was noticed that right hemispheric style contributes more to the achievement than the integrated hemispheric style.

The taxonomy of learning styles, student achievement motivation to explain the process of learning. Learning styles consist of a combination of motivation. Taxonomy suggested that motivation, learning styles, and student achievement are associated. Motivation influences how and why people learn as well as how they perform (**Pint Rich & Schunk,1996**). Motivation was found to be the best predictor of student achievement in the two studies that investigated factors influencing student achievement and effect of the factors on student achievement in learning.

Student motivation seemed to play a very important role in learning style motivation was the only significant factor in learning style that accounted for more than one fourth of student achievement. Both students and instructors should understand the importance of motivation in learning style. (**Bandera, 1986**,

Zimmerman, (1989)) believed that students should monitor their learning motivation, regulate emotions, and use motivational strategies for active involvement in learning. Strategies are those strategies students use to cope with the stress and emotions that are generated when they try to overcome failures and because good learners. It was recommended that students should examine their motivation, and use motivational strategies to be successful in learning styles.

VII. CONCLUSION

It is generally believed that majority of people favor some fastidious method of interacting with taking in and processing stimuli or information. On the basis of this concept the idea of individualized learning styles originated in the gained recognition in recent. Learning styles as those educational conditions under which a student's is most likely to learn thus learning styles are not actually concerned with what learners learn, but rather how they prefer to learn.

It has been expected that teachers should appraise the learning styles of their students and get used to their classroom methods to best fit each student's learning style. Learning to a greater extent depends on a large number of facilitating and debilitating factors such as the students' attitude and affect, socio – familial background, instructional methods, cognitive style, classroom climate and students style of learning and motivation. Both learning styles and achievement motivation to develop and increase understanding of the qualitative differences in the way students learn and to provide a sound conceptual framework for evaluating individual differences.

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