Abstract

Academic success is strongly influenced by individual differences like achievement motivation, learning styles. 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 Gulbarga University, Kalaburgi. In which 50 male students and 50 female students participated. The tools used were Achievement Motivation Scale (n-ach) (1971) by Pratibha Deo and Asha Mohan was used to collect the data. F test is used. 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. Where, there is significant relationship between the learning style and achievement motivation among university students. Finding reveals that significance relationship is found in Gender & locality in relation to learning styles and achievement motivation.

I. INTRODUCTION

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 behavior 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 behavior 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.

II. REVIEW OF RELATED LITERATURE

- 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.
- Aswan 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.
- 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.

III. OBJECTIVES

1) To study the achievement motivation of the university students.
2) To know the relationship between achievement motivation and learning styles of university students.
3) To determine the relationship between learning styles and achievement motivation of university students.

IV. HYPOTHESIS

1. There will be no significant difference between students of Rural and Urban areas in respect to learning styles.
2. There will be no significant difference between male and female students in respect to learning styles.
3. There will be no significant difference between students of Rural and Urban areas in respect to achievement motivation.
4. There will be no significant difference between male and female students in respect to achievement motivation.
5. There will be no significant relationship between students of Rural and Urban areas and gender in respect to learning styles.
6. There will be no significant relationship between students of Rural and Urban areas and gender in respect to achievement motivation.

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

Sample
In the present study, the sample was randomly selected. The total sample consisted of 100 in which 50 male and 50 female students of Gulbarga University.

Administration of Tools
Tools For the present study two different tests are used
1. Learning Style Inventory (1971) developed by K.S Mishra. Reliability of the scale was established by test retest method in which coefficient was found to be 0.98 & 0.80 for internal consistency. Validity found to be 0.69.
2. Deo Mohan Achievement Motivation scale was developed by Deo Mohan (2002). Total item consisted of 50 in this scale. The Reliability is found 0.67 & Validity is 0.75.

Research Design In this research to test the relation of Gender & status of the students in relation to learning styles & achievement motivation, two tests were used. Each selected student from the sample was tested for the two tests & scored as per manual of each test.

VI. MAJOR FINDINGS

<table>
<thead>
<tr>
<th>Source</th>
<th>Sum of Score</th>
<th>Mean Score</th>
<th>Df</th>
<th>F</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>GENDER</td>
<td>876.160</td>
<td>876.16</td>
<td>1</td>
<td>117.73</td>
<td>Sig</td>
</tr>
<tr>
<td>LOCALITY</td>
<td>739.840</td>
<td>739.840</td>
<td>1</td>
<td>94.41</td>
<td>Sig</td>
</tr>
<tr>
<td>GENDER X LOCALITY</td>
<td>10.240</td>
<td>10.24</td>
<td>1</td>
<td>1.37</td>
<td>N.S</td>
</tr>
<tr>
<td>ERROR</td>
<td>714.400</td>
<td>7.44</td>
<td>96</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>114164.00</td>
<td>100</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CORRECTED TOTAL</td>
<td>2340.640</td>
<td>99</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Present study is carried out to examine achievement motivation and learning styles of university students. As can be seen from the table F ratio for gender is 117.73 which show highly significant relationship. The mean score for male students is 36.40 and for female students is 30.48. Male students are on the higher side on learning styles then the female students. So the Hypotheses is rejected. It shows that there is difference between male & female students on learning styles. So far as locality is concerned the F ration is 94.41 also
shows significant relationship mean score for students of urban area is 36.16 & for students of rural area is 30.72. This Students of Urban area is on the higher side on learning styles then students of rural area. The interaction effect do not found significant relationship.

Table 2: Showing Main & Interaction Effect of Achievement Motivation.

<table>
<thead>
<tr>
<th>Source</th>
<th>Sum of Score</th>
<th>Mean Score</th>
<th>Df</th>
<th>F</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>GENDER</td>
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<td>34856.89</td>
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<td>451.616</td>
<td>Sig</td>
</tr>
<tr>
<td>LOCALITY</td>
<td>412.09</td>
<td>412.09</td>
<td>1</td>
<td>5.339</td>
<td>Sig</td>
</tr>
<tr>
<td>GENDER X LOCALITY</td>
<td>1204.09</td>
<td>1204.09</td>
<td>1</td>
<td>15.601</td>
<td>Sig</td>
</tr>
<tr>
<td>ERROR</td>
<td>7409.52</td>
<td>7.44</td>
<td>96</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>1995771.00</td>
<td>100</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CORRECTED TOTAL</td>
<td>43882.590</td>
<td></td>
<td>99</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For Achievement Motivation F ratio of gender was found to be 451.616, which is highly significant. It suggests that there is difference in achievement due to gender of the students. Mean score for male is 158.38 and for female is 121.04.

This shows significant relationship between male and female. Male is on the higher side then female. From the higher mean score of male students one can definitely say that males are having different achievement motivation compared to female.

Calculated F value of gender was also found to be 451.616, which is quite significant. So hypothesis is rejected. Hypotheses show that there is a difference in Student’s achievement motivation due to their gender.

So far as locality is concern F ratio for locality is concern 5.339. This also shows significant relationship. The mean score for students of urban area is 141.74 and for students of Rural area is 137.68 which also shows significant relationship between locality. Students of urban area are on the higher side on achievement motivation than students of rural area.

So far as interaction of gender and locality is concern F value is 15.601 which show significant relationship. That proves there is difference in achievement motivation due to interaction of Gender and locality among college students.

i.) Significant difference is found in male & female students in relation to learning styles.

ii.) Significant difference is found in locality of the students in relation to learning styles.

iii.) There is no significant difference found in interaction effects in relation to learning styles.

iv.) Significant difference is found in gender & locality in relation to Achievement Motivation.

VII. CONCLUSION

University students had low Achievement Motivation because 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.

G. Satyanarayana, Dr. Hoovinabhavi B. L.: A Study On Achievement Motivation Of University Students In Relation To Their Learning Styles
VIII. REFERENCES


FOR CITATION