

Achievement Motivation as a Function of Cognitive Style among Students

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Abstract

Aim of the study is to study the effect of cognitive style on Achievement Motivation of students, for this investigation sample of 200 subjects was selected for this study through randomize sampling, in which 100 Students were from positive Cognitive style, and another 100 Students were from negative Cognitive style. To determine Pattern of cognitive style, Cognitive Style inventory (CSI) developed by Dr. Praveen Kumar Jha, will be used and To assess the level of Deo-Mohan Achievement Motivation (n-ach) by Pratibha Deo and Asha Mohan was used, and 't' test was applied to find out the difference between groups. The result obtained through the study showed Students from positive Cognitive style exhibit higher level Achievement Motivation Students from negative Cognitive style.

Keywords: *Cognitive style, Achievement Motivation, Students.*

Cognitive styles describe how the individual acquires knowledge (cognition) and processes information (conceptualization). Cognitive styles are related to mental behaviors which individuals apply habitually when they are solving problems. In general, they affect the way in which information is obtained, sorted, and utilized. Cognitive style is usually described as a stable and persistent personality dimension which influences attitudes, values, and social interaction. It is a characteristic of cognitive processing which is particular to a certain individual or class of individuals. There are many different definitions of cognitive style. Tennant (1988) defined cognitive styles as "an individual's characteristic and consistent approach to organizing and processing information". Riding, Glass, and Douglas (1993) termed cognitive styles as "a fairly fixed characteristic of an individual" and "are static and are relatively in-built features of the individual". Based on the above definitions, in the authors' points of view, cognitive/learning styles refer to the individual's consistent and characteristic predispositions of perceiving, remembering, organizing, processing, thinking, and problem solving.

American David Clarence McClelland (1917-98) achieved his doctorate in psychology at Yale in 1941 and became professor at Wesleyan University. He then taught and lectured, including a spell at Harvard from 1956, where with colleagues for twenty years he studied particularly motivation and the achievement need. He began his McBer consultancy in 1963, helping industry assess and train staff, and later taught at Boston University, from 1987 until his death. McClelland is chiefly known for his work on achievement motivation, but his research interests extended to personality and consciousness. David McClelland pioneered workplace motivational thinking, developing achievement-based motivational theory and models, and promoted improvements in employee assessment methods, advocating competency-based assessments and tests, arguing them to be better than traditional IQ and personality-based tests. His ideas have since been widely adopted in many organisations, and relate closely to the theory of Frederick Herzberg.

Statement of the Problem: -

To study the Achievement Motivation as a Function of Cognitive Style among Students.

Objectives: -

1. To study the effect of cognitive style on Achievement Motivation of students.
2. To find out whether there are individual differences in terms of cognitive style.
3. To find out the ability of the individual to Achievement on the basis of cognitive style.

Hypothesis: -

1. Students from positive Cognitive style exhibit higher level Achievement Motivation
Students from negative Cognitive style.

Method

Participants:

The population of the study will be adult people from Beed District, Maharashtra. Purposive sampling technique will be employed to select the students. Initially sample of 300 subjects was selected from the population and the effective sample was consist of 200 students, in which 100 Students were from positive Cognitive style, and another 100 Students were from negative Cognitive style. The efforts was made to have the sample as representative as possible in

terms of area of living, education. All the subjects were from similar kind of socio-economic status.

Sample Distribution

	Students
Positive Cognitive Style	100
Negative Cognitive Style.	100
Total	N = 200

Variables: -

- 1) Cognitive Style was independent variable in this study.
- 2) Achievement Motivation of students was dependent variables in this study.

Research Design: -

Single factor design was used for this study

Materials:

1. **Cognitive Style:** - To determine Pattern of cognitive style, Cognitive Style inventory (CSI) developed by Dr. Praveen Kumar Jha, will be used, which measures the ways of thinking, judging, remembering, storing information, decision making and believing in interpersonal relationship. Inventory consists of 40 items which measure systematic cognitive style and intuitive cognitive style consisting of 20 items each on a five point Likert format. Reliability of the test was 0.653 It ensures high content validity.
2. **Deo-Mohan Achievement Motivation (n-ach):** - To assess the level of Deo-Mohan Achievement Motivation (n-ach) by Pratibha Deo and Asha Mohan was used. The scale consists of 50 items as suggested by McClelland and Atkinson. It is standardized on 13 to 20 years boys and girls.

Procedure:-

Initially researcher was categorized the students in positive and negative Cognitive style, and administered the Deo-Mohan Achievement Motivation (n-ach) on 200 subjects and record the score on with the help of individual interview technique.

Purposed Statistical Procedure:-

Thus the sample was available for statistical analysis consisted of 200 subjects after data collection. For the each subject, initially data of each group were separately scrutinized by employing descriptive statistics i.e. mean and S.D. The statistical analysis was mainly consisted of inferential statistics i.e. ‘t’ test with the help of SPSS.

Result

Table1: Mean & S.D. Value for positive and negative Cognitive Style on Achievement Motivation of Students

Variables	N	Mean	S.D.	‘t’	Significance
Positive Cognitive Style	100	26.15	5.56	26.30	0.01
Negative Cognitive Style	100	11.48	7.49		

Results shows that the mean score of the students experiencing positive Cognitive Style is (26.15) comparatively larger than mean score of the students experiencing Negative Cognitive Style (11.48) on Achievement Motivation. Further inferential comparison i.e. 't' test ('t' = 26.30, $P < 0.01, 198$) indicate that there is significant difference found between students experiencing positive Cognitive Style and students experiencing negative Cognitive Style on Achievement Motivation. Thus it can conclude that Achievement Motivation is the function of Cognitive Style among students or Students from positive Cognitive style exhibit higher level Achievement Motivation Students from negative Cognitive style.

Conclusion

1. Students from positive Cognitive style exhibit higher level Achievement Motivation Students from negative Cognitive style.
2. Individual differences are having in terms of cognitive style.
3. The ability of the individual to Achievement is based on cognitive style.

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