

## **EFFECT OF ACHIEVEMENT MOTIVATION ON LEARNING STYLES**

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### **ABSTRACT**

This paper deals with the effect of achievement motivation on learning styles. The purpose of this study was to find out whether there was any particular learning style of high achievement motive students and low achievement motive students or not. The study was conducted on 348 secondary school students of Lucknow city. To achieve the purpose of the study, the ILS of Richard M. Felder and Soloman (1994) was used. The instrument comprises of 44 bipolar items for 8 learning styles: Active v/s Reflective (ACT/REF), Sensitive v/s Intuitive (SEN/INT), Visual v/s Verbal (VIS/VRB) and Sequential v/s Global (SEQ/GLO). Total 8 bipolar learning styles measures the learning style of the students. The revised BAMI (Kannaujia and Bhattacharya, 2016) administered on same 348 students to measure the effect of achievement motivation on Learning Styles. BAMI form 'A' measures 11 dimensions of Achievement Motivation with 44 items. This study considered only high achievement motive and low achievement motive students. The study found that there is no significant difference in Learning Styles of high achievement motive and low motive students. They preferred same learning styles to learn except sensitive v/s intuitive learning style where clear cut style did not emerge.

**KEYWORDS:** Learning Styles, High Achievement Motive Students, Low Achievement Motive Students