FACTORS AFFECTING THE LEARNING ACHIEVEMENT MOTIVATION OF 4TH YEAR STUDENTS IN MATHEMATICS, FACULTY OF EDUCATION, SUAN SUNANDHA RAJABHAT UNIVERSITY

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Abstract - The objective of this research was to study the factors affecting the learning achievement motivation of 4th year students in Mathematics, Faculty of Education, Suan Sunandha Rajabhat University. The sampling group was classified by 4th year students in Mathematics, Faculty of Education, Suan Sunandha Rajabhat University, by selecting a specific group of 65. The questionnaire was used as the data collection instrument. The statistical analysis used for analysis consisted of mean (X̄), standard deviation (S.D.), percentage, and correlation (r) by using statistical software.

Most of the respondents were:
1. The factors affecting the learning achievement motivation of the samples were considered each part found that every factor was in high level. The attitude towards teaching profession was a high level, and in the most average. The family part and the friends part were followed respectively.
2. The factors positively associated with the learning achievement motivation of the samples. The learning conditions has positively related with the learning achievement motivation of the students in the highest level. The attitude towards teaching profession part and the family part have positively related with the learning achievement motivation of the students in low level, with statistically significant at the 0.01.

Keywords - Factor, Achievement Motivation

I. INTRODUCTION

Mathematics is a subject that is essential to the human thought development, that makes creativity, reasonable and systematic thinking about helping to plan and solve problems on a daily life. It also contributes to the development of the country. (Ministry of Education, 2009: 56).

The teaching in Mathematics should focus on students: to develop themselves continuously; to goal of teaching; to enthuse in learning and to strive working for developing profession and society continuously. It found that the students who have a low achievement; feel discouraged and disgusted, and have no motivation, no effort, no attempt, and no goals in learning.

This study found that the achievement motivation is an important factor to affect the success and it is the driving force within human that serves to encourage their commitment to work and learning, and to impel the self development. Which is consistent with KhianWanthaneeyatrakul (2010) said that the characters of a person with an achievement motivation and a high, have an ambitious target, a patience and a hope to succeed, and to attempt to treat own better things.

As a Mathematics instructor in the university, the researcher recognizes the importance of the learning achievement motivation and to be interested to study the factors that influence the learning achievement motivation of 4th year students who are going to be a teachers. The result is going to provide more quality learning and teaching in the further.

II. RESEARCH OBJECTIVE

1. To study the factors that influence the learning achievement motivation several parts: the teaching, the attitude towards learning, the attitude towards teaching profession, family, friends of the students, in and the learning conditions.

2. To study the relationships between several factors: the teaching, the attitude towards learning, the attitude towards teaching profession, family, friends, and the learning conditions. The learning achievement motivation of the students were based on the goal of success, the intention of success working, and the patience and indomitable obstacles.

III. RESEARCH PROCESS

The target sampling was 4th year students in Mathematics (during the academic year of 2016), Faculty of Education, Suan Sunandha Rajabhat University in 65 samples. The tool for data collection was a questionnaire with the reliability coefficient (Alpha) found that is equal 0.974. The statistical methods are the average (X̄), standard deviation (SD) and correlation coefficient (r).

IV. RESULTS

The analysis of the factors that influence the learning achievement motivation and the relationship between the learning achievement motivation of students, as results:
The analysis of the factors that influence the learning achievement motivation of the students, as results:

Table 1: Factors that influence the learning achievement motivation of students

<table>
<thead>
<tr>
<th>Subject</th>
<th>Mean (X)</th>
<th>SD</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching part</td>
<td>3.70</td>
<td>0.56</td>
<td>High</td>
</tr>
<tr>
<td>Attitude towards learning part</td>
<td>3.71</td>
<td>0.54</td>
<td>High</td>
</tr>
<tr>
<td>Attitude towards teaching profession part</td>
<td>3.93</td>
<td>0.55</td>
<td>High</td>
</tr>
<tr>
<td>Family part</td>
<td>3.92</td>
<td>0.73</td>
<td>High</td>
</tr>
<tr>
<td>Friends part</td>
<td>3.86</td>
<td>0.61</td>
<td>High</td>
</tr>
<tr>
<td>Learning conditions part</td>
<td>3.68</td>
<td>0.72</td>
<td>High</td>
</tr>
</tbody>
</table>

From Table 1, factors that influence the learning achievement motivation of students is in a high for all parts. In each part, the attitude towards teaching profession is the most. The second are family and friends, respectively.

2. The analysis of the relationship of teaching, the attitude towards learning, the attitude towards teaching profession, family, friends, and the learning conditions with the study of the learning achievement motivation in the goals to success, the patience and indomitable obstacles, and the intention of successful working, as results:

Table 2: Correlation coefficient between different factors with the learning achievement motivation.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Learning Achievement Motivation</th>
<th>Relationship Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching part</td>
<td>0.751**</td>
<td>High</td>
</tr>
<tr>
<td>Attitude towards learning part</td>
<td>0.720**</td>
<td>High</td>
</tr>
<tr>
<td>Attitude towards teaching profession part</td>
<td>0.782**</td>
<td>High</td>
</tr>
<tr>
<td>Family part</td>
<td>0.569**</td>
<td>Medium</td>
</tr>
<tr>
<td>Friends part</td>
<td>0.603**</td>
<td>Medium</td>
</tr>
<tr>
<td>Learning conditions part</td>
<td>0.832**</td>
<td>High</td>
</tr>
</tbody>
</table>

** P <.01

From Table 2, found that all factors are positively related to the learning achievement motivation of the students, with statistically significant at the 0.01. The relationship between the learning conditions is positively related to the learning achievement motivation of students, is the highest (r = 0.832). The second are the attitude towards teaching profession (r = 0.782), and family are positively related in the lowest (r = 0.569).

CONCLUSION

The results found that the factors that influence the learning achievement motivation of the students, concluded.

1. Factors of teaching, the attitude towards learning, the attitude towards teaching profession, family, friends and the learning conditions, are high for all. The attitude towards teaching profession is the most. Upon all students have a basic requirement to be a teacher, have a faith and a positive attitude towards the teaching profession. By cause of teaching and education are an extremely proud, and to be a career that to make a benefit to society. As well as, the teaching profession trains to solve the problems carefully. Which is consistent with KanchanokPholchan et al (2014), found that student teacher's attitude towards the teaching profession is high. In addition, their families are a secondary important factor; with parental support for learning as well, expressed concern about well-being, trust and attention all the time. Which is consistent with RuethairatChidmongkolo a (2014), found that the relationship between students and parents is high.

2. Factor of the learning conditions is positively related to the learning achievement motivation of students in the most. If a classroom is cleansing and tidy, medias of teaching are clearly visible, or during teaching there is no nuisance from outside that would make an attraction for learning and a better understanding of the course content. This is consistent with KhianWanthaneeyaratkul (2010), said that the learning conditions was the outside factor that could drive the students' learning motivation. The providable environment for learning should be: suitable size of class, adequate light, no noise and smell to disturb learning, and enough available equipments. In the same way, Prametwatana-opas et al (2005), found that the factors that have positively related with achievement motivation of students, included the learning conditions, economic status of the students' family, owned conception, the relationship between students and their parents, the expectations of parents towards students, the relationship between students and their parents, and the relationship between students and instructors.

SUGGESTIONS

The further research should be studied the other direct and indirect factors for getting the depth cause that will be used to develop the achievement motivation of the students.

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