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CHAPTER-I

INTRODUCTION

Introduction

In our society, academic achievement is taken as a key criterion to evaluate one’s total potentialities and capabilities. It occupies a very important place in teaching and learning process. The technology and information based society demands the people who are able to find out the solution of different issues, to analyze carefully and adapt to new situations such as solving problems of various kinds and sharing their thinking successfully. The need to make systematic educational efforts primarily aimed at influencing attitudes, behaviour, values and personality of individuals to manage their growth and development well is very important.

One of the best legacies a nation can offer its citizen is education especially for the younger generation. For this reason, the development of a nation or a community depends entirely on the quality of education of such a nation. The basis of any genuine development must begin with the development of human resources. Formal education is said to be the way to achieve good socio-economic development and social mobilization in society.

For every student, who is under the process of acquiring education academic achievement is very essential, because it helps in the successful development of young people in contemporary society. Hence, in the present study the researcher intention is to know the educational level of Rwanda and their academic achievement level and also find out the influential factors such as achievement motivation, study habits and learning styles on academic achievement at lower secondary schools in Kigali city of Rwanda country especially in 2nd year.

Now a day, in measuring one's ability, the tests on achievement have gained significant importance. To measure nature and extent of students learning in a particular subject, an achievement test is used. In a particular field, various factors and conditions affect the achievement of a particular student. Sometimes quite deserving students may not achieve as can be expected on the basis of their abilities. Students’
performance, students' interest in the field of endeavor, teachers' methodology of teaching, socio-economic conditions and family set up and some other psychological factors also affect directly or indirectly academic achievement.

A part from academic achievement, achievement motivation is the concept which has generated a major current of activity in the psychology of motivation. The achievement motivation' seems to be the most important factor among many personality factors which has influenced academic achievement. In general, the children acquire achievement motive usually from their parent’s life style.

Another important factor in influencing academic achievement is study habits; it is very important in student’s life and plays a major role in their academic achievement, because no one can succeed without studies. As the students are different, their study habits and techniques of studying are different. There are some students who are able to study in a crowdie place and others who prefer a silent environment for studies.

In order to actualize the potentialities of the individual, study habits are therefore of great help. Good study habits lead to a good academic record and bad study habits leading to a weak academic record. Since there is a direct relationship between study habits and academic results, study habits play an important role in academic achievement (Verma & Kumar, (1999), Satapathy & Singhal, (2000).). Ramamurti (1993) rightly pointed out that, despite intelligence and personality, lack of good study habits hampers academic achievement.

Study habit plays important role in learning and fundamental to school success in the life of the students. The students who have acquired good study habits, they have developed a behavior pattern, enabling them to sit down and begin working on their assignment with a minimum concentration. In determining in a pupil’s academic achievement, individual study habits play a pivotal role.

The relationship between academic achievement and study habits has been found at the high school level (Jones, Slate, Bell, & Saddler, 1991; Jones, Slate, Blake, & Holifield, 1992; Slate, Jones, & Dawson, 1993).
According to the above authors, each and every child follows its own unique way to learn and process information. Individuals differ in the way they learn they learn material in different ways, some of them may learn by oral repetition, other may learn by writing it out, while others may learn through practical work. Learning styles are points along a scale that help us to discover the different forms of mental representations. When people try to learn something new they prefer to learn it by listening to someone talk to them or perhaps they prefer to read about a concept to learn it, or perhaps see a demonstration.

Learning styles play an important role in the educational process. Following points reflect the importance of learning styles. Learning styles provide a sound basis for formulating the groups of the students. Once the learning style of an individual is identified, it can be put in one of the four groups of learning styles and the education may be imparted to him accordingly. Learning styles help the teacher in the selection of the most appropriate teaching strategies, style and tactics. Learning styles are helpful in the enhancement of academic achievement of the learners. They provide a basis for the individualization of instruction. They are helpful in rendering assistance to the guidance and counseling persons. Learning styles are helpful in building a conducive learning environment in the class and school. Learning styles provide guidelines to the curriculum framers. Learning styles are useful for the pre-service teachers. Thus, it is obvious that the learning styles are very useful in the teaching learning process and also affect the academic achievement of the pupils.

From the above, the three factors: achievement motivation, study habits and learning styles described constitute the object of the study, with intention of measuring the level of academic achievement of the students of secondary schools of Kigali City in Rwanda and studying its relationship with such factors.
1.1 LOCALE OF THE STUDY

Rwanda

Fig: 1.1 Map of Rwanda

Rwanda is a presidential republic located in central Africa. It became independent from 1962, obtained from Belgium. It is a country which has experienced civil wars which have ended by the genocide of the tutsi in 1994, and claimed hundreds of thousands of victims in the mid 1990s. The genocide lead to the destruction of the country's and affected education system. Primary schools had already reopened late within 2 months of the end of genocide, in July 1994. The country's secondary schools and university followed soon after. Investment in education is a key to the country's current economic growth strategy and the result of the developments. Rwanda count five provinces which are: North, East, South, West and Kigali City. The Rwanda's official languages are English and French Swahili and Kinyarwanda, during the first three years Kinyarwanda is used as the official language of education especially in public school whereas in private schools they use
more English in primary education, after which all education is provided in English. A part from five provinces, Rwanda is administratively divided into 30 districts and 415 sectors. The following table shows population distribution according to the new provinces.

Table: 1.1 Population distributions per province

<table>
<thead>
<tr>
<th>Province</th>
<th>Population (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kigali city</td>
<td>9.6</td>
</tr>
<tr>
<td>Southern</td>
<td>25.5</td>
</tr>
<tr>
<td>Western</td>
<td>24.1</td>
</tr>
<tr>
<td>Northern</td>
<td>18.4</td>
</tr>
<tr>
<td>Eastern</td>
<td>22.3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: NISR (2007-2008)

Kigali is the capital of Rwanda with the population estimated in 2012 at 11,689,639, with an area of 26,338 km². The state of Rwanda educational system is as such, the secondary school is divided into two levels: lower secondary from class 1 to three and upper secondary level or advanced level starting from class four to six. In 2009, The Rwanda country’s literacy rate defined as those aged 15 or over who can read and write was 71%, up from 38% in 1978 and 58% in 1991. To decrease the high level of illiteracy in Rwanda, it has been implemented the new policies by the government. In 2004-2008, the country counted 77% of males and females literate. In 2010, the effort was furnished and literacy rate of women and men aged 15-24 years was increased at 83.7%.

Despite of implementation of the policies such as mandatory education for primary school (6 years) and lower secondary schooling (3 years) that is run by state schools, the education level in Rwanda remains low. Rwanda is ranked at 152 out of a total of 169 countries under the ‘Low Human Development’ category based on the 2010 Human Development Index (HDI) report. According to political leaders and researchers, they stress that nowadays education is declining all over the world. This was pointed out by the Rwandan Minister of Education in her speech to the senate on 3rd August 2006, saying that the quality of education offered in schools has declined.
Kigali City

Founded in 1907 by Dr. Richard Kandt under German colonial rule, before 1962, Kigali was not the capital of Rwanda. The traditional capital was the seat of the mwami (Kings Yuhi V, Mutara III and Kigli IV in Nyanza, while the colonial power was in Butare, known as Astrida.) Butare was expected to be the capital of the new independence but Kigali was chosen because of its more central location. Since then, the city has grown very fast and is now the main political, economic and cultural center of Rwanda. As mentioned earlier, as of 6 April 1994, Kigali was the scene of the Rwandan genocide - the killing of about one million Tutsis by the Hutu (Interahamwe) militia and some members of the Rwandan army. There were fierce battles between the army (most Hutu) and the Rwandan Patriotic Front dominated by the Tutsi. Although damaged, the structure of the city has recovered. Kigali city is built in a hilly landscape, spanning about four ridges and valleys in between.

The downtown is located on one of these peaks, with the main government area on another. The average of the summits of these ridges has an average altitude of 1,600 meters or 5,250 feet, while the valleys are about 1,300 meters or 4,270 feet. The city is surrounded by the highest hills, with a suburban sprawl rising. The highest is Mont. Kigali, with an altitude of 1,850 meters or 6,070 feet above sea level. Kigali has a population of nearly 1 million (2009), is the capital and largest city of Rwanda. It is located near the geographical center of the nation. From the independence in 1962, Kigali has become the center of economics of Rwanda The urban area of the city covers about 70% of the municipal boundaries (overview of Kigali.) Higher institutions develop day by day, among them, private, public and other, assisted by the government. The first university in Rwanda, the National University of Rwanda (NUR), was inaugurated by the government with a small number of students in 1963.

1.1.1 Educational scenario of Rwanda

The government has implemented policies over the years to ensure a high literacy rate among the population in Rwanda. In 2004-2008, 77% of men and women are literate, a relatively high percentage, however, those in secondary education are at a low 31%. Nevertheless, the Ministry of Education (MINEDUC) can be considered to have succeeded in ensuring that young people receive schooling.
In Rwanda, the level of education remains low despite the implementation of policies such as compulsory education for primary education (6 years) and lower secondary education (3 years), which is managed by public schools.

In 2008, about 71 primary pupils were taught in a single class and at the secondary level for Rwandans, about 5 students shared an average of one textbook. An average elementary school teacher must manage about 62 students because the class size increases at a faster pace compared to the number of teachers employed.

In Rwanda, 40% of the teacher’s populations have less than 5 years of teaching experience. The number of qualified teachers in the primary school have increased to 99% in 2008, but, the amount of qualified teachers in the secondary school are only 36% and 33% for lower and upper secondary respectively. This means that Rwanda is not able to produce a highly skilled workforce, especially when considering the large proportion of teachers who are not qualified to teach the secondary school pupils.

**Vision and mission of the Ministry of Education (MINEDUC)**

The vision and mission of the ministry of education is:to provide the citizens of Rwanda with equal opportunities for high-quality education through the world-class learning facilities and renowned learning institutions, constitute the Rwanda's mission, while transforming the Rwandan citizen into human capital for socio-economic development constitute the vision of the ministry. Both the mission and vision of MINEDUC are to enable the country to achieve its national goals of reducing poverty and improving the well-being of the Rwandan population.

**Structure of the Rwandan Education System**

Compulsory education lasts 12 years from age 7 to age 18. It covers primary, lower and upper secondary education and is commonly known as “Twelve years Basic Education”(12YBE).
The educational system of education is presented as follows:

**Pre-primary Education:**

The nursery schools for a period of three years are organized, the official admission age in nursery is 3 and the official completion age is 6.

**Primary Education**

The system of primary education lasts six years; the school age officially at this level is from 7 to 12 years old. The Primary education ends with a national examination which yields eligibility for lower secondary education studies.

**Secondary Education in Rwanda**

The secondary education in Rwanda lasts a total of 6 years, for pupils aged 13 - 18. It consists of the aforementioned 3-year lower secondary education and a 3-year upper secondary education. For the past 3 years, students can choose between technical secondary education or education at the College of Teacher Education (TTC) or general education. Since 2010, it has been planned to integrate the senior level of 3 years with the 9YBE in order to create a continuous track of learning '12 years of basic education '(12YBE) learning track.

Efforts were furnished to implement the plans of 12 year’s basic education pupils in the senior levels of general secondary education take subjects including English, French, mathematics and several subjects from their chosen specialization such as sciences, humanities or languages. At the end of the third year, in November, the national exams leading to the Advanced General Certificate of Secondary Education are administered.
Table: 1.2 Secondary schools in Rwanda

<table>
<thead>
<tr>
<th>Year:</th>
<th>2007</th>
<th>2011</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Schools</td>
<td>643</td>
<td>1,362</td>
<td>1,543</td>
</tr>
<tr>
<td>Number of Teachers</td>
<td>12,103</td>
<td>20,522</td>
<td>27,644</td>
</tr>
<tr>
<td>% of Qualified Teachers</td>
<td>53.4%</td>
<td>64.4%</td>
<td>67.9%</td>
</tr>
<tr>
<td>Number of Pupils</td>
<td>266,518</td>
<td>486,437</td>
<td>543,936</td>
</tr>
<tr>
<td>Pupils per teacher</td>
<td>22.0</td>
<td>23.7</td>
<td>19.7</td>
</tr>
<tr>
<td>Gross Enrollment Rate (GER)</td>
<td>20.5%</td>
<td>35.5%</td>
<td>38.0%</td>
</tr>
<tr>
<td>Net Enrollment Rate (NER)</td>
<td>13.1%</td>
<td>25.7%</td>
<td>28.3%</td>
</tr>
</tbody>
</table>

**Technical and Vocational Education and Training (TVET)**

Is taught in Technical Secondary Schools(TSS), Vocational Training Centers(VTC) and Polytechnics (awarding Diploma and Advanced Diploma). TVT provides both young and unemployed people with the skills to gain productive employment. It also provides those already in employment with an opportunity to improve their knowledge and ability.

**High Learning institutions (HLIs)**

Based on a credit accumulation and modular scheme(CAMS) system, the qualification awarded and different High Learning Institutions are set out in the Rwandan Higher Education Qualification Framework. The framework has 7 levels of exit awards with different levels.

**Adult Literacy Education**

A literate person is defined by UNESCO as someone who can read and write a short, simple statement about their life. Literacy is a key to communicate and learn of all kinds, a fundamental condition of access to today’s knowledge societies. Adult Literacy Education in Rwanda provides an opportunity (trainers and training centers) for adults to acquire basic writing and reading skills.
1.2 THEORETICAL FRAMEWORK OF THE STUDY

A theoretic framework indicates the research’s assumptions and beliefs. According to Radhakrishna, Yoder & Ewing (2007) a theoretical framework is a conceptual model of how one theorizes or makes logical sense of the relationships among several factors that have been identified as important to the problem.

It determines which questions are to be answered by the research, and how empirical procedures are to be used as tools to answer these questions. Radhakrishna et al. (2007) points out that in essence, a theoretical framework attempt to integrate key pieces of information especially variables.

The theoretical framework clarifies the important concepts in this study. It enables the reader to understand the concepts and the assumptions of the researcher. In this study the concepts which have been discussed and placed into the context are academic achievement, achievement motivation, study habits and learning styles.

As the researcher has carried out the study of academic achievement of secondary school students in relation to their achievement motivation, study habits and learning styles, the conceptual framework is given below.

1.2.1 Academic achievement

Now a day, tests on achievement have gained significant importance in measuring one's ability. An achievement test is used to measure nature and extent of students learning in a particular subject. Different conditions and factors affect the achievement of a particular student in a particular field. Sometimes quite deserving students may not achieve as can be expected on the basis of their abilities. Students' interest in the field of endeavor, teachers' methodology of teaching, socio-economic conditions and family set up and some other psychological factors also affect students' performance directly or indirectly.

It is an exposition of his present level of performance. Academic Achievement is the core of the wider term "Educational Growth" which means growth in all aspects. It represents the amount of knowledge obtained by the students in different subjects of study. It encourages the students to work hard and helps them to know where they stand. Achievement is a source of joy and good feeling whereas a failure...
is a source of anger and frustration. The unique, first and lasting responsibility of a school or other educational institution established by society promotes healthy academic growth and student development. Academic achievement generally refers to the degree of achievement of competence acquired in specific subjects related to academic work. This shows what an individual has learned or acquired in a particular area.

With regard to the objective of education, academic achievement has always been an important and essential center of educational research despite a varied statement.

The academic achievement of the student is the main concern and the most important objective of education. Not that other aspect of educational goals should be ignored, but the fact remains that academic achievement is the sole responsibility of all educational institutions established by society to promote a healthy student development (Good 1959)

Academic achievement depends on the various factors included in the student's context, the type of home, the type of learning and teaching will play a very important role in achievement. Heredity and social factors affect student achievement and play an important role.

The term academic achievement has been operationally defined as the sum of achievements in all subjects. This is obtained by adding the results obtained by the students in all subjects during the final examination.

It is closely related to the type of adjustment that the child can fill in the school where a number of learning experiences are provided, academic achievement indicate how the child can adapt and reach in school conditions in the terms of the various activities that are provided in the school to a normal degree of waiting. This results in the satisfaction of need, measured through various learning experiences, including curricular and co-curricular activities.

"Academic achievement refers to acquired knowledge or competencies developed in the academic subjects usually designated by the test results or by the marks awarded by the teacher or by both" (Good, 1959)
"Achievement encompasses the ability and performance of the student, it is multidimensional, it reflects the whole child, it is not tied to a single instance, but occurs through time and levels through the life of a pupil in school and in the post-secondary and working life" (Steinberger, 1997)

Academic achievement can be defined as the degree or level of competence attained in scholastic and academic work. This is the skill revealed in the school subjects in which the students have been instructed. It is directly related to the growth and development of students in educational situations, where learning and teaching are intended to continue.

Gbati (1988) states that academic achievement refers to the student’s numerical scores, which measure the student's degree of adaptation to school work and the educational system.

The acquisition of principles and generalizations and the ability to effectively carry out certain manipulations, objectives, symbols and ideas are linked to academic achievement. In terms of information, knowledge and understanding, evaluation of academic results was limited to evaluation. Test scores or marks assigned to students on the basis of their performance in the success test determine the status of students in the class (Howcroft, 1991). Accompaniment in academic subjects is important because it helps students understand the hierarchy based on it ie higher success, more openings for students and they can go for better flows and better jobs. In all fields, such as science and technology, medicine, management, literature, education, etc. As a higher achievement is of paramount importance for progress and promotion in any field, students with a higher level of achievement may have a better chance of obtaining higher level jobs and the type of work that given them still offers better odds in their respective field.

Thus, the need to measure academic achievement is due to the individual differences of the time, known as behavioral oscillation, that is, the academic performance of the same individual differs from time to time; from one class to another and from one level of education to the next. Although there are individual differences, individuals of the same age group, of the same grade, generally differ from their potential abilities and academic competence.
In fact, it seems that the entire educational system revolves around the academic success of students. Thus, much effort and time for schools are used to help students realize better in their school efforts.

In this study, the definition used for academic results will be the most objective, used by Gbati (1988) and Howcroft (1991). Howcroft (1991) describes the academic achievement based on the actual score or score obtained from an examination. To be more precise, academic achievement in this study refers to performance, in the form of a numerical score obtained in an exam or test.

Dave (1976) reported that hard work, intelligence, memory, good health, availability of books, study methods, financial security and interests in social work and practice affect academic performance. In addition, he stressed that intelligence, physical health, socioeconomic status of the family, gender, caste, distance from school to home and leisure activities affect academic performance. In the proposed study, we will explore the relationship between achievement motivation study habits and learning styles, with academic achievement.

**Factors affecting Academic Achievement**

Academic achievement is a multidimensional phenomenon. Many factors that influence academic achievement, such as heredity, family environment, learning, school experiences, interests, skills, family environment, parental socioeconomic status, and many other factors have influenced academic achievement (Sharrma, 2011).

(i) Individual factors: are factors related to the individual himself. The main ones are: a) cognitive such as learning ability, cognitive styles, intelligence, creativity, etc. B) Non-cognitive attitude towards oneself and others, perceptions of school, level of aspiration, study habits, personality interests, motivation, self-esteem, attitude Education, and so on.

(ii) Environmental factors: they are related to the environment of the individual. These include socio-economic status; educational system, assessment system, family traits and society, ie value system, teacher effectiveness, training and teaching methods, school environment and home environment, peer groups, etc.
(iii) Psychological factors: are related to the individual himself, eg intelligence, learning ability, motivation, self-efficacy, learning style, study skills, creativity, aspiration level, concept of Self, place of control, interest, etc.

Part of the above classification, factors influencing academic achievement can also be classified as subjective and objective. Subjective factors that affect the individual himself while influencing his or her achievement as initialization, learning ability, learning style, learning habits, creativity, level of aspiration, self-concept, self-Effectiveness, place of control, etc. While the environment of the individual as socioeconomic status, teacher effectiveness, school situation and environment are the objective factors.

Balvir Singh and Mahipal (2015) reported that the main factors influencing academic performance are emotional factors, namely, cognitive style, achievement motivation, anxiety, study habits, attitude, adjustment, interest, need and curiosity; cognitive factors: ability, intelligence, creativity, problem solving, reasoning skills and learning rates; school factors, type of school, school climate, teacher personality, homework, alienation, teacher expectations and attitudes, training strategies, teacher experience, teaching medium, behavior and competence of teachers and the classroom; home-related factors: family size, order of births, socioeconomic status of the family, gender bias, parental involvement, parental support, deprivation, child-rearing practices Children, working and non-working parents, parental skills and expectations.

1.2.2 Achievement Motivation

In the psychology of motivation, the concept of achievement motivation has generated a major current of activity. School success is influenced by many personality factors, among which the "achievement motivation" seems to be the most important factor. In the studies conducted by Gupta, (1983), the achievement motivation was significantly and positively related to academic achievement. In contrast to this study, it was also found that the achievement motivation has no influence on academic performance under certain conditions (Tripathy, R.C. (1986)). Thus, opinion seems divided on this question.
In the classroom, "motivation" refers to such characteristics of student behavior as interest, vigilance, attention, concentration and persistence. These are qualities of motivation of immediate interest to the teacher. If the students do not pay attention, follow the instructions and complete the tasks, it is obviously difficult to teach them. The educator is also interested in long-term motivational characteristics. For example, the primary school history teacher wants students to develop a continuous interest in current events.

Motivation is concerned with the excitement of interest in learning and, to that extent, is essential to learning. The concept of achievement motivation has been applied frequently in the psychological literature to account for the behavior of different cultural and economic environments. The main theoretical perspectives which have laid the foundations for a wide range of research consider that the particular individual / group / culture has a greater or lesser degree of motivation in the form of competitive effort and individualistic effort which economic growth or success. The achievement motivation is the expectation of finding satisfaction in mastering difficult and difficult performances when discussed in relation to academic achievement, achievement motivation is the motivation to accomplish specific tasks for which there is a standard of excellence on which results can be judged, class teachers decide what learning tasks that students must accomplish and also assess the quality of success.

Motivation is the heart of the learning process. Adequate motivation not only activates activity, which leads to learning, but also supports and directs it. It was stated: "Motivation arouses interest. Interest is the mother of attention and attention is the mother of learning. Thus, to secure the students learners, one has to catch the mother, the grandmother and the great-grandmother.

Motivation is an indispensable technique for learning. It stimulates and accelerates the learner's behavior. Thus, the reason for success appears when an individual knows that this performance will be evaluated, whether the result of that action will be a success or a failure and that good performance will produce a sense of pride in achievement when success is achieved to one or the other activity is accomplished. Many factors related to the achievement motivation influence the
performance of students in subjects. Therefore, this study attempts to discover the relationship between achievement motivation, study habits and learning styles and academic achievement.

A child from school has a number of concerns, such as making and maintaining friendship with other boys and girls, granting the reward and approval of teachers and parents, willing to become a classroom instructor. The concerns of boys like these are indicative of achievement motives. The desire to improve performance at school or to get a good mark is indicative of the reason for the success. The achievement motives and behavior of success as a component of academic achievement have been the issue of research in recent years. The research carried out by Tripathy (1986) throws a boost on this subject. The concept must therefore be elaborated.

1.2.2.1 Meaning and Definition of Achievement Motivation

According to David McClelland (1953), the achievement motivation is the attitude to be achieved rather than the accomplishments themselves with his friends have done a lot of research on the achievement motivation. The same author asserts that motivation is the restoration of certain processes by environmental events, which also contain elements that show future changes.

In addition, he says that everyone will have an inner urge to show that it is not ordinary, and has its own characteristics and aspires to reach higher. The achievement motivation is the motivation produced by this desire for success. In the same way, Atkinson and Father (1966) define the achievement motivation as "the achievement motive is conceived as a final disposition which manifests itself in an open struggle only when the individual perceives performance as an instrument of self-personal achievement".

The achievement motivation was called the need for success, the wish to do well. It refers to the behavior of the individual who strives to accomplish something to do the best, to excel in other performances. This involves competitions with a particular level of performance excellence. The achievement motivation is an acknowledged way of accomplishing and struggling for success. The achievement motivation is a model of action planning and feel connected to the hard work to
achieve a certain level of internal excellence. This implies a fundamental assumption that the desire to achieve something of excellence is inherent in being.

The achievement motivation does not come from the organism but depends on the formation of childhood. It has been found that adults with high motivation have been subjected to relatively rigorous training. We know that the mothers of these individuals encouraged them during their childhood to depend on their independence and autonomy by making them sleep, earning their pocket money and so on.

Studies on achievement motivation and entrepreneurial behavior show that high motivations motivate good performance in work situations. McClelland and others (1953) have shown a positive relationship between the amount of motivation for success that exists in the people of a culture and the economic development of that society. Atkinson and Father (1966) conducted a study and concluded that real achievement is determined by three factors: pattern, probability of success (or failure) and incentive value.

The following factors affect the development of the achievement motive, namely home, school and society. The home plays an important role in the early training of children for the development of attitudes and motivations. Parenting expectations and guidance for the child require high success in life. Society and its social philosophy are an important variable in the development of the achievement motives.

In developing the achievement motives, the role played by the teacher will be proved by the following methods.

1. The goal of realization in life should be clarified by the teacher by telling the stories of great men and their accomplishments from all walks of life.
2. A teacher must provide an appropriate environment both within and outside the classroom.
3. The attitude and enthusiasm of the teacher will create for a better environment and more motivation in the children.
4. The teacher's success will be realized if he convinces students that the development of a new ground is realistic and reasonable.
5. The reason for the future life of the students and assign them an independent responsibility should concern the teacher.

6. The teacher should clearly explain to the students that the new motives will improve their personal image.

7. The teacher should draw attention to the fact that a new motive is an improvement of the cultural values in force.

8. Students should be engaged by the teacher to achieve concrete goals in life related to the newly developed grounds.

9. Under the guidance of the teacher, students should keep track of their progress towards their goal.

10. Emphasis should be placed on self-study.

11. Under the guidance of their teacher, efforts to develop an enabling social climate should be done in the classroom so that each individual will know that he or she belongs to a group.

In order to improve student cognition and emotional outcomes in school learning, educational psychologists have continued to look for variables that could be manipulated in favor of school earnings. In the area of academic achievement, the personal and psychological variables that have attracted researchers, motivation seems to gain popularity and lead to other variables (Tella, 2007).

From the point of view of psychologists, an individual can therefore be considered politically motivated, socially and academically according to the motive of his activities.

According to Alam, M. M (2006), motivation is what makes a go, keeps one going and determines where one should go. Motivation is one of the factors contributing to academic achievement. It is important for parents and educators to understand why promoting and encouraging academic motivation from an early age is very important. Motivation is crucial to the academic success of a student at any age. Given that students form concepts, values and beliefs about their abilities at a young age, the development of early school motivation has important implications for subsequent academic careers.
Again, the relationship between academic achievement and achievement motivation was found in many studies (Gottfried, 1990, Johnson 1996, Kushman, Sieber and Harold 2000, Sandra 2002, Broussard and Garrison 2004, Skaalvik and Skaalvik, 2004 and 2006).

1.2.3 Study Habits:

Meaning of Study

According to Nagaraju (2004), study means the application of the mind to a problem or subject, a branch of learning, an inquiry into a particular subject.

Study skills or study strategies are approaches applied to learning. They are generally essential to succeed in school, considered essential to acquire good grades and useful for learning throughout their lives.

The study skills can tackle the process of organizing and inputting new information, or evaluations. They include mnemonics, which helps to retain lists of information, effective reading and concentration techniques, and effective note-taking.

Habits

Meaning, nature and importance

According to Mangal (2009) Habit is the name given to behavior so often repeated as to be automatic. By strict definition, those acts are habitual which are performed with little or no thought and always in approximately the same way.

A habitual action is the result of many repetitions of the act in approximately the same way. It is done without conscious thought, performed smoothly and with the maximum speed required.

These definitions point out, that habits are the product of experience and practice. Initially what we do, think or feel, may require a voluntary and deliberate attention and strenuous efforts on our part. But when this particular action is repeated several times almost in the same way under similar circumstances, one does not require voluntary attention and effort and the action tends to become quite automatic: like reflex-action. It is now termed as “habitual action” and thus habit is established.
Habit is a second nature; it is routine of a person what he or she does in every condition. It cannot be changed; it may be good or bad. It does not get affected by the changing of place or schedules. A habit is something that is done on a scheduled, regular, planned basis and that is not relegated to a second place or optional place in one’s life. It is simply done, no reservations, no excuses and no expectations.

**Characteristics of habit**

In addition to the above discussion, the following characteristics of habitual behavior may also throw light on the nature of habits.

i. Acquired dispositions: habits are acquired dispositions. They are not innate and inherited.

ii. Uniformity: habitual actions are uniform actions. They are performed every time in the same way.

iii. Promptness: habitual actions are performed with promptness. The action is so quick and speedy that it resembles reflex-action.

iv. Ease and facility: habitual actions are performed with great care and facility. In the beginning, one may feel difficulty in performing some task but once the habit is established, it is performed with great ease and facility.

v. Accuracy: habit brings accuracy in action: we see an accountant adding columns of figures all days without a single mistake. Similarly, a typist is able to type with great accuracy only due to his developed habit.

vi. Reducing the need of paying attention: habitual acts are performed with least or no attention. Women do knitting almost paying no attention to the work. Similarly, a person playing harmonium or violin places his fingers on the required string with no careful attention on his part.

vii. Diminishing fatigue: habit diminishes fatigue. Due to habit formation, the work that is to difficult and tiresome in the beginning becomes simple and spontaneous engagement for hours. The fact can be easily verified when we observe a bus drive driving on a long route for hours. Actually with the habit
of driving, he learns to make the fewest and simplest movements and thus does not become the victim of fatigue easily.

viii. Resistance to modification: habitual actions possess a strong tendency of resisting any modification or change. Once a habit, good or bad, is formed, it is difficult to give it up or bring changes in its functioning.

ix. Nervous system is the base of habits: The nervous system is the principal factor in the formation of habits. The role played by nervous system has been described by Mangal(2009) in the following words:

Nerves carry messages to and from the brain. When approximately the same message is taken to the brain, and the same answer comes back, for the same action to result, a kind of track is won, so that the answer to the message carried to the brain becomes more and more automatic. It becomes more and more difficult for any other answer to come to the ingoing message than the one that has been given again and again in response to what is approximately the same message. Thus the basis of habits is this groove, as it were, which is born in the nerves.

x. Habits have a large field of operation:

Habits do not confine themselves to conative acts alone. We may have habits of good thoughts as well as of feelings.

xi. Habits are useful as well as dangerous: in general habits are divided into two groups: good habits and bad habits. Good bits like talking the truth, punctuality, good work habits, and so on. Are considered useful for the well being of the individual as well as society while bad habits like smoking, playing the game, lying etc. Are considered harmful both to the individual and to society.

**Importance of habits**

In the field of education, habits have a strong impact. Good habits help to acquire, learn and know many things with great ease and ease. A usual student to focus on his studies for hours at school and at home is not easily resistant to fatigue. Likewise, the habits of effective writing, reflection, judgment, punctuality, regularity,
clarity, cooperation, honesty, all help them in their appropriate adjustments as well as in the acquisition and learning of all essential knowledge and skills in no time with excellent ease.

1.2.3.1 Meaning of study habit

A study habit is; purchasing a programmed and uninterrupted dedicated time to apply for the learning task. Without it, one does not grow up and does not become autonomous in life. Study habits tell a person how much he will learn and how far, and how much he wants to learn. All this could be decided with the help of his study habits throughout life. The importance of study habits in the lives of students is that this plays a major role in their academic success, because without it, no one can succeed. In the process of studying, the students must use different techniques because, thanks to these techniques, they can ensure good results. As everyone knows that every student has different study habits. Some students may study in a crowded place, but some want a quiet environment for study.

Although it is good to study in a peaceful environment, but some time the students cannot get this environment. In this way, students should adapt in this environment, as in hostels, some students study in silence, but some do not. If they have good study habits, they can adapt easily in the hostel. Some students do not have the ability to cope with the unsuitable environment. For this reason, some students lose their positions. Effectivestudy habits help students achieve good outcomes (Sadia, 2005).

Study habits are taken as techniques, such as taking note, summarizing, describing or locating the materials that learners use to deal with the effective learning of the material in hand. The "study habits" is like a sort of method of study more or less permanent. According to Good's dictionary of education, "the study habit is the tendency of the student to study when opportunities are offered, how the student should study whether it is systematic or not systematic, effective or ineffective. "Study habits are the essence of a dynamic personality. A proper study habit allows an individual to harvest a good crop in the future. The present society is a competitive society, where there exists the principle of the struggle for existence and survival for the strongest. Pen became more powerful than the sword. Study habit is a process
from which an individual receives an appropriate contribution to feed his hunger and quench his thirst for knowledge.

The study habits are thus of great help to actualize the potentialities of the individual. Good study habits lead to good academic achievement and poor study habits lead to low academic achievement as there is a direct relationship between educational attainment and academic achievement. Study habits play an important role in human performance in the academic field (Verma & Kumar, 1999, Satapathy & Singhal, 2000, Vyas, 2002). Ramamurti (1993) has rightly pointed out that, despite good intelligence and personality, lack of good study habits hampers academic achievement. As a result, students’ study habits play an important role in learning and are essential to academic success.

The study is the sum of all the habits, the determined objectives and the applied practices that the individual uses to learn. Thus, the study means (1) the application of the mind to a problem or subject, (2) a learning branch, and (3) a survey on a particular topic or the published results of that survey. According to Armstrong (1956), the study is a hard work, no easy substitute is available. The success of the student is measured by his ability to study. In the literature, study skills are generally defined as the ability of students to manage time and other resources to successfully complete an academic task.

The study habit is the amount and types of study routines that the student has done during a regular period in an enabling environment.

Efficient and effective learning depends on students' study habits. Study habits are important; they influence the academic success of students. Parents and teachers must therefore help improve students’ study habits.

The finite treasure within each learner should be discovered and nurtured in order to improve learning. Effective learning skills need to be taught. Study skills involve reference, listening to reading, study habits and strategies. Learning improves with planning of where, when and how many studies. Positive attitudes, good physical condition and balanced emotional states are important factors influencing study habits (Crow and Crow, 1956).
Students who have acquired good study habits have developed a pattern of behavior that allows him to sit down and begin to work on his mission with minimal concentration. Individual study habits play an essential role in determining a student's academic achievement. Statistically significant differences were noted between the study habits of the most successful students and between the bright and the boring students (Good, 1973).

Good (1973) defined the term "study habits" as follows: "The way of studying is systematic, effective or ineffective, etc." Study habits are perceived as determinants of academic performance. The concepts of study habits, study method, learning method, study skills, study skills and attitudes of study were used differently and sometimes interchangeably. The study habit in this context is a style of behavior that is systematically trained by students towards learning and achievement.

According to Patel (1976), study habits include (1) family environment and work planning, (2) reading and note taking, (3) topic planning, (4) concentration patterns, (5) Preparation for the exam, 6) general habits and attitudes and 7) the school environment. Bakare (1979) pointed out that the study habits of students cannot be separated from their academic performance because success in school efforts largely depends on reading in the search for knowledge and facts.

The relationship between study habits and academic outcomes was found at the secondary level (Jones, Slate, Bell and Saddler, 1991, Jones, Slate, Blake and Holifield 1992, Slate, Jones and Dawson 1993). Adegbile (2000) asserted in his study that the reading habits of secondary school pupils should be well developed irrespective of gender, subjects or socio-economic background.

Study habits are influenced by attitudes, personality traits, levels of aspirations, the teaching methods adopted and the material they must learn. So it is the effort of teachers to develop good study habits among students. These habits are the best equipment with which they can live and lead their lives with confidence. If habits are developed at a young age, they will enjoy the joy of their fruits in the rest of their lives, as adult children are accustomed to certain things. They have a hard time changing their habits and behavior. Therefore, it is preferable to develop study habits among high school students. It is the appropriate time and age to cultivate study habits.
habits. At that time, the students are quite mature. They are able to know what is good and what is bad. They can avoid the bad things and invite the good things with the help of the teachers.

### 1.2.3.2 Factors Affecting Study Habits

Some of the important factors that influence study habits are:

1. **Intelligence**: Brilliant students can quickly develop good study habits as boring students.

2. **Personality**: A student, who can better adapt to the environment, can develop better study habits.

3. **Home**: Parents are the first teachers and the home is the first place for learning for each child. The influence of parents of children and other family members is very important in the learning of the child: the methods and study habits are more learned by the child of his or her elders his parents; just as the level of education and the professions of the parents also show an influence on the habits of study of the children.

4. **School**: Teachers and school administrators play an important role in shaping good or bad study habits.

5. **Demographic factors**: locality, maternal education, gender, father's education, number of family members, caste, family income, family status, physical environment, Etc. Influence students' learning habits.

6. **Community**: Good student habits can be inculcated by meeting scholarly community resources such as the library, etc.,

7. **Curriculum**: The relevance of the program with the child's standard is very important, related to the child's level. It should encourage practical and easy learning that helps motivate towards good study habits. If the curriculum exceeds the levels, students may be frustrated and may develop poor study habits.
1.2.4 Learning styles

According to the Webster’s New World Dictionary a style is a distinctive or characteristic manner, or method of acting or performing. Styles represent a set of preferences. The style corresponds to a discrete notion of coherent singularity in a variety of contexts and has a wide appeal to human life. Learning style can be described as a set of factors, behaviours and attitudes that facilitate learning for an individual in a given

Stewart & Felicetti (1992) define learning styles as those’’ educational conditions under which a student is most likely to learn.’’ Thus, they are not really concerned with what learners learn, but rather how they prefer to learn. Learning style are points along a scale that help us discover the different forms of mental representations, however, they are not good characterizations of what people are or are not like. When people try to learn something new they prefer to learn it by listening to someone talk to them or perhaps they prefer to read about a concept to learn it, or perhaps see a demonstration.

Learning styles can be defined, classified, and identified in many different ways. It can also be described as a set of factors, behaviors, and attitudes that enhance learning in any situation, how the students learn and how the teachers teach, and how the two interact with each others are influenced by different learning styles. Each person is born with certain tendencies toward a particular style, and these biological characteristics are influenced by external factors such as: cultures, personal experiences and developments. Each learner has different and consistent preferred ways of perception, organizations and retention. These learning styles are the indicators of how learners perceive, interact with, and respond to the learning environment. Students have different styles of learning, and they learn differently from one another.

‘‘Learning style’’ is generally used to explain an individual’s natural or habitual pattern of acquiring and processing information in learning situations. Many articles have been written about this concept, yet there is no consensus on its definition; however, a core concept is that individuals differ in how they learn (James and Gardner, 1995).
1.2.4.1 Definitions of Learning Styles

Learning style is defined variously as:

- a particular way in which an individual learns;
- a mode of learning – an individual’s preferred or best manner(s) in which to think, process information and demonstrate learning;
- an individual’s preferred means of acquiring knowledge and skills;
- habits, strategies, or regular mental behaviours concerning learning, particularly deliberate educational learning, that an individual displays.

Cognitive style is also defined in a range of different ways, as:

- a certain approach to problem-solving, based on intellectual schemes of thought;
- individual characteristics of cognitive processing which are peculiar to a particular individual;
- a person’s typical approach to learning activities and problem-solving;
- strategies, or regular mental behaviours, habitually applied by an individual to problem solving. As we can see, there are many overlapping features contained within these definitions.

So, a learning style is a preferred way of learning and studying; for example, using pictures instead of text; working in groups as opposed to working alone; or learning in a structured Learning styles rather than an unstructured manner. Learning preferences refer to an individual’s preferred intellectual approach to learning, which has an important bearing on how learning proceeds for each individual, especially when considered in conjunction with what teachers expect from learners in the classroom. This idea will be explored later.

The term ‘learning preferences’ has been used to refer to the conditions, encompassing environmental, emotional, sociological and physical conditions, that an individual learner would choose, if they were in a position to make a choice (Dunn et al.1989). Choice is another slant on the notion of preferred learning styles which has a
bearing on how learning progresses. This is, perhaps, more to do with the more general area of cognitive preferences, but is still important in this context. If a particular approach to learning is encouraged by a teacher, there is a possibility that some pupils will work and learn less effectively than others in the class. For this reason, an awareness of learning styles is important for teachers. Learning style awareness should make an impact on pedagogy – the ways in which teachers choose to teach – and should help teachers to a better understanding of the needs of learners, as well as to an awareness of the need to differentiate materials, not only by level of difficulty but also by learning style.

The literature dealing with learning styles has something else to say which should be of interest to teachers. It is suggested that learners who are actively engaged in the learning process will be more likely to achieve success (Dewar 1996; Hartman 1995; Leadership Project 1995).

Various researchers and psychologists have defined the term ‘learning style’ in different ways. Here an attempt has been made by the investigator to present a few definitions of ‘learning style’. Messick (1969), Dececco (1974) and Ausubel (1968) have treated ‘learning style’ as synonymous to ‘cognitive style’ which include individual preferences in both perceptual organization and concept organization. Reissman (1966) also used this term as synonymous of cognitive style.

The term ‘learning preferences’ is also widely used to refer to what we shall here refer to as ‘learning style’. The literature provides many useful definitions of learning styles and related ideas which we could consider. To look briefly at one or two will act as a useful starting point.

1.2.4.2 Importance of the Learning Styles

Learning styles play an important role in the educational process. Following points reflect the importance of learning styles: Learning styles provide a sound basis for formulating the groups of the students. Once the learning style of an individual is identified, it can be put in one of the four groups of learning styles and the education may be imparted to him accordingly.
Learning styles help the teacher in the selection of the most appropriate teaching strategies, style and tactics. Learning styles are helpful in the enhancement of academic achievement of the learners. They are helpful in rendering assistance to the guidance and counseling persons. Learning styles are helpful in building a conducive learning environment in the class and school. Thus, it is obvious that the learning styles are very useful in the teaching learning process.

1.2.4.3. Peter Honey and Allan Mumford’s Learning Styles

Honey and Mumford (1988) take Kolb’s postulates and try to adapt them to the business world. From the work of Kolb, they identified four distinct learning styles or preferences: Activist, Theorist; Pragmatist and Reflector. These are the learning styles which the people prefer.

To understand the Honey and Mumford’s learning styles, it is better to look at glance the Kolb’s learning styles.

The Kolb (1984) model of information processing considers individuals as entering the learning experience with preferred learning styles which are based on two factors. The listeners and the watchers use their reflective power to try hands on experience activities. The practical men and the doers are enthusiastic on hands on experiment and also trying to develop the patience to watch reflectively. In 1971 Kolb combines the two experiences and develop two dimensions of perceiving and processing. The processing dimension is a continuum that ranges from the need to internalize to the need for action, from the specific personal fit to manipulation and usefulness in the larger word. Thus, Kolb theorizes that all learners lay somewhat along two intersecting continuums defined by ways of perceiving and by ways of processing. The ways of perceiving ranges from concrete experience (personal involvement and feelings) to abstract conceptualization (build theorises and analyses).

The ways of processing ranges from active experimenting (application) to reflective observation (watch and ponder). There are four categories of learning styles as suggested by Kolb earlier i.e diverger, assimilator, converger and accommodator.

The diverger learns intuitively through reflection. The diverger often asks the “why?” questions. The assimilator learns by analyzing and reflecting. “What?” is the most common question the assimilator wants to know. The converger asks the
question” how?” and he learns by thinking and then doing. The accommodator often asks question related to “what…it?” and he learns what he intuitively feels right.

Kolb himself points out that his inventory has a limitation. The responses are depicting on the way learners rate themselves. It does not rate preferences based on standards or behavior. It just gives relative strength. It is appropriate for a teacher to understand learning situations that suit the students. This would help the teacher to teach students better. The challenge of colleges today is to assess the learning style characteristics of each student and to provide teaching and counseling interventions that are compatible with those characteristics.

Hatman (1995) applies Kolb’s learning styles and suggest examples for teachers to teach each group:

- For the concrete experience-encourage laboratories and fieldwork. Make a lot of observations
- For the reflective observer-encourage to use logs, journals and always involve in brainstorming
- For the abstract conceptualiser-use lecture method, writing papers, and present analogies
- For the active experimenter-offer simulations, case studies and home work

Kolb’s experiential cycle is a model designed to be adopted for different learning activities. The stages of the learning cycle is linked to Honey& Mumford’s (1992) four types of learning styles.

Honey and Mumford modified Kolb cycle and developed their four main learning styles corresponding to Kolb’s general ideas of four stages of the learning process. They name the four phases by the terms: activists, reflectors, theorists and pragmatists as indicated in the following diagram:
Fig. 1.2 Kol’s Cycle of Learning Styles

The strategies of learning cycle which was introduced by Honey and Mumford (1992) were adopted from Kolb and Fry (1975) as listed and explained below:

- **Pragmatist**: Concrete experience whereby students involve in new learning experience

- **Activist**: Active experimentation whereby students apply theorists to solve problems and make decisions in different contexts

- **Reflective**: Reflective observation where students watch others or develop observations about experience

- **Theorist**: Abstract conceptualization where students try to create theories to explain observations

### 1.3 NEED AND IMPORTANCE OF STUDY

Today’s modern society expects everyone to be a great success. The key criterion for judging its true potential and capabilities may be academic / academic success. Academic performance in school has become a clue to the future of a child. Therefore, it exerts great pressure on the minds of children and their parents. This academic achievement is a function of the cognitive and non-cognitive aspects of the personality and is the result of various factors such as personal, social, economic and other environmental factors. Research studies have shown that a favorable and
supportive environment in the home, school and neighborhood could improve the child's academic success.

The influence of achievement motivation, study habits and learning styles factors on various aspects of the development of the individual has attracted the attention of educators. As noted by researchers, learning styles and motivation are the two most important factors influencing student achievement. There is a lot of research conducted and identified that a high intrinsic motivation with an appropriate learning style is capable of improving student success.

The study, conducted by Rashid (2007), stated that there is a significant relationship between students' learning styles and intrinsic motivation. A learning style consistent with student motivation allows students to explore their potential and abilities. Basically, students who were more independent in their thoughts were more effective in education.

This is not only for learning styles and motivation, study habits also depend on motivation for reading, interest in the subject, attitude and encouragement in turn is determined by the intellectual level of the parents, the education of the parents, the occupation, the income, the size of the family, etc.

The role played by study habits in academic achievement was pointed out by the study of Osa-Edoh and Alutu (2012) which examined the usefulness of imbibing in the student’s study habits as a means of enhancing their academic achievement revealed a high correlation between study habits and student academic achievement.

Hardly studies have been conducted to prove the inter-relation between the academic achievement and an amalgamation of these aforesaid variables viz, Devanisan, P.(1990) and Alam, M.M(2006) conducted the studies on academic achievement and achievement motivation with other variables, their studies revealed that there was a significant relationship between the academic achievement and achievement motivation., the studies of Singh(2011), Khurshid; Taveer and Qasmi(2013), Anuar(2013), Chaudhari(2013); Kumar and Sohi(2013), Stanley and Gupta(2013), Andal and Sivakumar(2014), Chamundeshwari; Sridevi and Kumar(2014); Gadaganavar(2014), Siahi and Maiyo(2015) and Singh and
Mahipal(2015), Kumar and Chamundeshwari(2015) have studied the relationship between academic achievement and study habits, Abidin et al (2011).

Khalid et al(2013) and Vaishnavn studied the correlation between learning styles and academic achievement, Abidin and Vaishnav studies revealed that learning styles and academic achievement are highly correlated but in the study of Khalid et al(2013), in contradiction with others he revealed that the Pearson Correlation analysis showed no significant relationship between learning styles and as a whole with academic achievement except for avoidance. The main findings also showed no significant relationship between learning styles and academic achievement.

Much then, in Rwanda, the research is at a low level because of different factors such as:

- Lack of post graduate education(level)
- Rwanda is a developing and landlocked country where human resources are not developed, capacities and facilities (budget) are not sufficient to involve in research area. This study will be added to lesser ones(if any) worked in this area.
- The genocide of 1994 has affected all the sectors of life in the country included education; this has also handicapped the research work.

In such a situation, it clearly indicates that there is a wide gap in the research. In order to contribute to this gap, an attempt was made by undertaking the present study. Hence, it would have significance in giving educational implications.

1.4 SCOPE OF THE STUDY

The present Study has attempted to examine the relationship of academic achievement of lower secondary students and achievement motivation, study habits and learning styles. To achieve this aim academic achievement was considered as the criterion variable and achievement motivation, study habits and learning styles were taken as independent variable and few variables such as gender and types of school management were selected as background variables.
The investigator believes that the study would produce reliable results which will help the director and sector officers of education to improve the quality in their education especially in Kigali City. It will also help the government authorities especially those in charge of educations to improve the academic achievement in their schools especially in government aided as well as in public schools. This will require a high degree of monitoring and evaluations in these secondary schools of Kigali City especially in lower secondary level and availing facilities and other educational resources.

1.5 STATEMENT OF THE PROBLEM

This study examines the academic achievement of secondary school students in relation to their achievement motivation, study habits and learning styles. It examines differences in academic achievement, achievement motivation, study habits and learning styles of secondary school students, as well as differences based on types of school management with different levels of achievement motivation, Study habits and different types of learning styles.

It establishes the relationship between academic achievement and other variables, namely achievement motivation, study habits and learning styles. Finally, it examines whether those factors are the predictors of academic achievement.

Hence the study is entitled as

**A STUDY OF ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR ACHIEVEMENT MOTIVATION, STUDY HABITS AND LEARNING STYLES IN KIGALI CITY (RWANDA)**

1.6 OPERATIONAL DEFINITIONS

Methodologies can never be complete without defining the definitions of the concepts involved in the study, as they work within the total research framework. In this study, the researcher used a number of terms and concepts. Therefore, an effort was made to explain in which point of view these terms and concepts were used in this study.
**Academic Achievement:**

Academic achievement can be conceived over a number of facts, competency in a number of skills, development of understandings, acquisition of interests and attitudes—all of which are beneficial to the individual and the society in which he lives. It is a very broad concept and has been defined in many ways.

The essence of many of the definitions indicates that the academic achievement refers to the attainment of an individual with respect to his progress in curricular activities. It is the desirable learning that is observed in students. It is the total performance or attainment of pupils in the scholastic subjects prescribed for the course at a particular grade level. Academic achievement is a product attained to the process of learning.

Crandall (1963) suggested that achievement can be seen as behavior aimed at obtaining approval or avoiding disapproval for performance competence in situations where standards of excellence are applied.

In a classroom, the achievement of the student is measured according to their performance in the examinations. The school performance index will be the total score or scores that a student will get in school subjects.

In the present study, the investigator averaged the total marks of the first and second term’s examination of the students of the 2nd year of secondary school (ordinary level) in the following core subjects: Mathematics, Physics, Chemistry, Biology, Geography, History, Kinyarwanda, English and Entrepreneurship which have taken as their academic achievement.

**Achievement Motivation**

In the words of Dave and Anand (1979): "The achievement motivation is a desire to do well in relation to a certain level of excellence."

Coleman, A.M. (2001) defined the achievement motivation as a social form of motivation implying a competitive desire to meet the standard of excellence.

Achievement Motivation, in this study, refers to the extent to which students in the 2nd year of secondary school get the motivation to succeed in all subjects of
Study habits

Study habits are the typical methods paradise by students to learn that involve hours of study, reading methods, concentration habits, exam skills and social and family distractions. In the present study, study habits are defined as "the sum of all habits, objectives and applied practices that the individual uses to learn. Study habits are the scores obtained by the sample subjects on an inventory of the study habit of Dr. BV Patel (1975).

In the words of Patel (1976), study habits comprise home environment and work planning, reading and note taking habits, subject planning, habits of concentration, preparation, general habits and attitudes, school environment.

Learning styles

A learning style refers to a person's preferred way of learning. One person, especially students, do not learn in the same way and there are a number of different learning styles (Entwistle, 1981, Honey and Mumford, 1992, Kolb, 1976, Schmeck, 1988). A learning style may also change depending on experience.

"Learning" as used by Allan Honey and Mumford (1986) is a person who: learned something when either of the following two descriptions applies:

- He knows something he did not know earlier, and can show it.
- He is able to do something he has not been able to do before.

The same authors argue that "the learning style is a description of the attitudes and behaviors that determine the individual's preferred way of learning" (Honey and Mumford, 1992).

Based on the above definitions, the learning style in the present study refers to the description of the attitudes and behaviors that determine the student's preferred way of learning in relation to each Honey learning style And Mumford (activist, reflector, theorist and pragmatist).
Government Aided Schools

These are the schools administered and financed by the government with shares of private organizations or private individuals (Religious organizations, parents, etc…)

Public Schools

Public schools are the schools administered and financed by the government.

Private schools

They are schools administered and financed by private organizations or private individuals other than government.

Secondary School Students

Secondary school students are the students of classes from 1 to 6. This six-years level is divided into two levels namely, Ordinary Level or(Lower Secondary Level) and Advanced Level(the last three years). The first three years of secondary school students constitute the Ordinary level students .The last three years of secondary school students constitute the Advanced Level students.

At the end of each level is organized the national secondary education ordinary/advanced level examination.

In the present study, only the students studying in class of the 2\textsuperscript{nd} year in Kigali City, belonging to the ordinary level were considered as the population of the study.

1.7 VARIABLES OF THE STUDY

A variable is that factor which is measured, manipulated and observed by the investigator, the variables involved in the present study are dependent variable and independent variables. An independent variable is a factor, which is manipulated, observed and selected by the investigator for the purpose of determining its relationship to an observed phenomenon. It is also called as the “stimulus variable” or the “Input variable”. A dependent variable is one, which is measured and observed by the investigator to determine the effect of independent variables on it.
In the present study, an attempt will be made to study the academic achievement of secondary school students in relation to their achievement motivation, study habits and learning styles. The variables of this study will be classified under three types which are as follows:

**Dependent Variable**: Academic Achievement

**Independent Variables**:
1. Achievement motivation
2. Study habits
3. Learning styles

**Background Variables**
1. Gender
2. Type of management

**1.8 OBJECTIVES OF THE STUDY**

The main objectives of the study are presented below:

1. To measure the academic achievement, achievement motivation, study habits and learning styles of secondary school students in Kigali City.

2. To study the differences in the academic achievement, achievement motivation, study habits and learning styles of secondary school students based on gender; types of school management and different levels of achievement motivation, study habits and learning styles.

3. To investigate the relationship between academic achievements and achievement motivation, study habits and learning styles of the students at secondary school students in Kigali City.

4. To identify the significant predictors of the academic achievement of secondary school students based on their achievement motivation, study habits and learning styles.
1.9. RESEARCH QUESTIONS

- What is the level of academic achievement, achievement motivation, study habits and learning styles of the students at secondary school students in Kigali City?
- What are the differences in mean scores of academic achievement, achievement motivation, study habits and learning styles in relation to their gender and types of school management?
- What is the extent of relationship of achievement motivation, study habits and learning styles with academic achievement?
- Achievement motivation, study habits and learning styles do act as the significant predictors of academic achievement?

1.10 STATEMENT OF HYPOTHESES

Based on the objectives, research hypotheses (declarative) are formulated, but for the purpose of testing, they are converted to null form. The following major hypotheses are formulated. The specific hypotheses are given in detailed analysis and summary of the study.

1. There is no significant difference in the academic achievement with achievement motivation, study habits and learning styles of secondary school students based on gender, types of school management and different levels of achievement motivation, study habits and learning styles.

2. There is no significant relationship between academic achievement and achievement motivation, study habits and learning styles of secondary school students in Kigali city (Rwanda)

3. Achievement motivation, study habits and learning styles are not the significant predictors of academic achievement.
1.11 RESUME OF THE SUCCEEDING CHAPTERS

This thesis is divided into five chapters:

The **FIRST** Chapter comprises of introduction,

The **SECOND** Chapter consists of the review of related literature pertaining to academic achievement as dependent variable, gender and types of school management as the background variables, and achievement motivation, study habits and learning styles as the independent variables.

The **THIRD** Chapter comprises of the methodology adopted for the Study, the operational definitions of the terms used, and variables of the study, statement of hypotheses, sampling procedure, tools used for the study, description of the tools and statistical techniques adopted to analyze the data.

The **FOURTH** Chapter deals with the analysis and interpretation of the data and discussion of results.

The **FIFTH** Chapter presents the summary of the study, major findings, educational implications, conclusions, delimitations of the study and suggestions for further research.