

PSIWORLD 2014

Perspectives in the analysis of students' mentality towards learning

Valerica Anghelache*

„Dunărea de Jos” University of Galati, Teacher Training Department, Gării Street, Galați, 800003, Romania

Abstract

The specialized literature highlights that students' mentality towards learning is reflected in their attitudes, in their involvement in school tasks. The main objective of this research is to highlight the students' mentality towards study / learning, and the relationship between the factors age, profile studies, performance and attitude towards learning. The results indicate that the subjects over 28 years are more motivated to learn compared to the subjects up to 28 years aged. Also, the subjects from urban areas have a more positive attitude towards learning, compared to the subjects from rural areas. Regarding profile studies, the students at Philology are less attracted to study, compared to the students at Medicine or Economics and Legal Science.

© 2015 The Authors. Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Peer-review under responsibility of the Scientific Committee of PSIWORLD 2014.

Keywords: mentality towards study; attitude; learning involvement; age; faculty

1. Introduction

A simple survey of the literature in the field proves the existence of many research studies concerning attitudes and learning. Each of these studies aims to underline various aspects of the students' involvement in learning various sciences. In our opinion, the mentality towards learning may be understood as a complex of values and beliefs translated into the attitude towards learning and completing school tasks. Such attitudes are highly influential for school performance. In what learning is concerned, educationalists consider that it should not be restricted to mechanical acquisition of standard information or contents. In truth, learning should presuppose processing of information, associations between older and newer knowledge, filtering information – all of these, associated with the access to novel knowledge experiences. At the same time, an aspect that should not be overlooked is that teaching activity, carried out by the teacher, must generate learning at the students' level. This is the reason why teaching must find a balance between mere exposition and problematized teaching. Various studies have

* Corresponding author. Tel.: + 40 722163254

E-mail address: vali_ang@yahoo.fr

demonstrated that the attitude towards learning is different from one speciality to another. Thus, a study conducted by Tsuda, S. (2003) deals with the attitude of the students towards learning the English language. Their results emphasise the fact that the students are aware of the importance of the English language for travel, computing or entertainment, but two thirds of them have a negative attitude towards learning this language. This negative attitude is motivated by the students through the lack of feeling successful during the learning experience, an idea also supported by Puchta (1999, as cited in Soleimani, H. & Hanafi, S., 2013). The findings in this study are in accordance with the research studies, which claim that the motivated students are positive towards science and engage in the planned learning activities (Norwich, B. & Duncan, J., 1990). Along the same lines, it has been proven that there is an interaction between learning foreign languages and the students' environment of origin (Gajalakshmi, 2013). Other studies, conducted in primary and secondary schools, have emphasised the students' positive attitude towards science as a result of their acknowledgement of the importance of these sciences (Osborne, 2003). The studies pursued by Covington (2000) and Dalgety (2003, as cited in Anders, C. & Berg, R., 2005) on the topic of motivation and attitudes have showed that involvement in learning depends on the thirst for knowledge, motivation and the quality of the education process. At the opposite end, Shah, Z. & Mahmood, N. (2011) assert that the number of students who opt for sciences is decreasing, and that their negative attitude is owed to inappropriate teaching and boring curricula. Another possible explanation in the analysis of the attitudes towards learning has been provided by Pintrich, P. & DeGroot, E.V. (1990). They contend that learning depends on the students' personality and on their self-adjustment capacity. The students who are able to adjust themselves have learning skills and are task-oriented.

2. Research objectives and hypotheses

The present study primary aims at emphasizing the students' mentality towards study and learning. To this end, we have established the following research hypotheses:

1. There are significant differences depending on age in what the mentality towards learning is concerned;
2. There are significant differences depending on the students' speciality in what the mentality towards learning is concerned;
3. There are significant differences depending on the students' place of residence in what the mentality towards learning is concerned;
4. The subjects' mentality towards learning correlated with their age, specialty, performance and their place of residence.

3. Research methodology

3.1. Participants

Our research emphasizes the results obtained from a 180-subject lot, all of them currently in training for a teaching career, both as full-time students and by taking post-university courses. The age mean is of 28 years. Considering the age variable, the sample lot consists of 90 subjects up to 20 years old and 90 subjects over 28 years. With regard to the residence variable, the sample lot consists of 133 urban residents and 47 rural residents. Considering the academic performance variable, the sample lot consists of 98 students with scholarship and 82 with no special academic performance. Lastly, with regard to their speciality (major), the subjects lot consists of: 48 students in Philology (24 / 50% up to 28 years old, 24 / 50% over 28 years old), 42 students in History, Philosophy and Theology (21 / 50% up to 28 years old, 21 / 50% over 28 years old), 43 students in Economics and Legal Science (23 / 53.5% up to 28 years old, 20 / 46.5 over 28 years old), and 47 students in Medicine (22 / 46.8% up to 28 years old, 25 / 53.2% over 28 years old).

3.2. Instruments

In order to be able to measure the subjects' mentality towards learning, we have drafted and applied the MS questionnaire, which consists of 20 items, with multiple choices from 1 (never agree) to 7 (always agree). The

Download English Version:

<https://daneshyari.com/en/article/1110385>

Download Persian Version:

<https://daneshyari.com/article/1110385>

[Daneshyari.com](https://daneshyari.com)