

Effect of the Achievement Motivation on Academic Achievement among Secondary School Students.

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ABSTRACT

Achievement motivation is the drive to work with diligence and vitality, to constantly steer toward targets to obtain dominance in challenging and difficult tasks and create sense of achievement as a result. This definition consists of three elements: the stimulation of personal capabilities, constant efforts with drive and obtaining of sense of satisfaction. Achievement motivation is a combination of two personality variables: tendency to approach success and tendency to avoid failure. Students having high and low achievement motivation differ significantly on academic achievement. It indicates that students having high achievement motivation had better academic achievement than the students having low achievement motivation. In spite of the fact that students Achievement motivation encompasses students' ability to planning, implementation, monitoring, and evaluation one's self, one's cognitive processes as well as learning strategies so as to determine areas of weaknesses that can be corrected for the purpose of achieving academic success, the students' achievement motivation seems to play a very crucial role in the present study, achievement motivation found to be good predictors of students' academic achievement. Achievement motivation is a subjective and internal psychological drive, enabling individuals to pursue work they perceive to be valuable and prompting them to reach their goals

Keywords: Achievement Motivation, Academic Achievement

INTRODUCTION

Education is a man making process. This process brings change in the individual from a living organism to human being. Education is a mean to improve all the qualities of human being. It enable the individual to rise the quality of physical stamina, intellectual power, social upright, emotional balance, spiritual consciousness, morally high and culturally empowered. It is perhaps the reason that every society endeavors to make necessary arrangements for ensuring best possible education of the next generation. Achievement motivation provides a means of powerful and higher aim in the life of the students. As a human concept achievement motivation involves creativity in the discovery of patterns of learning and reaching the goal. Therefore, it is one of the essential areas of learning. Everyone needs to develop achievement motivational concepts and meta-cognitive skills; this would help them to understand and motivate in learning that would also help them to achieve their goal. Achievement motivation is a combination of two personality variables: tendency to approach success and tendency to avoid failure.

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NEED OF THE STUDY

The achievement motivation is relevant factors in determining the achievement of students. But so far no studies have been conducted to study the effect of achievement motivation on academic achievement among secondary school students. Hence the investigator decided to conduct a study on effect of achievement motivation among secondary school students.

ACHIEVEMENT MOTIVATION

Achievement Motivation is generally as the drive to achieve targets and the process to maintain the drive. Achievement Motivation provides a means of powerful and higher aim in the life of the students. As a human concept Achievement Motivation involves creativity in the discovery of patterns of learning and reaching the goal. Therefore, it is one of the essential areas of learning. Everyone needs to develop Achievement Motivational concepts and skills; this would help them to understand and motivate in learning that would also help them to achieve their goal

regarded in education achievement motivation aims to provide students understanding with their right motive to achieve the goal. Achievement motivation is a social form of, motivation involving a competitive drive to meet standard of excellence.

Achievement motivation is a conception that is not commonly use. It is guidelines to our behavior. It is the abstract goal which people seek to achieve. Motivation provides an important foundation to complete cognitive behavior, such as planning, organization, decision-making, learning, and assessments Spence and Helmreich (1983) defined achievements as task-oriented behavior. Performances of individuals are often compared against standards or with others for assessments. The differing perspectives of scholars result in various definitions of achievement motivation. The original definition of achievement motivation was from Atkinson (1964), who defined it as the comparison of performances with others and against certain standard activities. Atkinson and Feather (1966) suggested that achievement motivation is a combination of two personality variables: tendency to approach success and tendency to avoid failure.

Achievement motivation is the drive to work with diligence and vitality, to constantly steer toward targets to obtain dominance in challenging and difficult tasks and create sense of achievement as a result. This definition consists of three elements: the stimulation of personal capabilities, constant efforts with drive and obtaining of sense of satisfaction. Helmreich & Spence (1978) consolidated the theories concerning achievement motivation and compiled the Work and Family Orientation Questionnaire (WOFO). Meanwhile, they conducted a factor analysis and argued that achievement motivation consists of four elements, i.e. mastery of needs, work orientation, competition, and personal unconcern. After further studies, they found that the interaction of the first three elements is the key reason that contributes to excellent performance of individuals. It is highly related to personal achievements (Spence & Helmreich, (1983).

1. Mastery of needs: An individual prefers jobs that are challenging, intellectually demanding, and thought-oriented. He or she enjoys playing a leadership role in groups and is able to complete tasks already started.

2. Work orientation: An individual takes a proactive attitude toward work and loves what he or she does. He or she obtains sense of satisfaction from work and pursues self-realization and growth.

3. Competition: An individual hopes for victory and has the desire to win over others.

4. Personal unconcern: An individual does not consider success or stellar performance to be the cause of being rejected by others. In other words, there is no fear of success.

According to the above literature, achievement motivation is a subjective and internal psychological drive, enabling individuals to pursue work they perceive to be valuable and prompting them to reach their goals. Meanwhile, achievement motivation is also a mentality to compete and compare with others.

ACADEMIC ACHIEVEMENT

Individuals differ from one another. This is true not only of the physical characteristics of men and women, but also of their inherent psychological traits as well as of their intellectual attainments and non-intellectual skills and performances. Many empirical investigations have shown that even every intelligent pupil as identified by psychological tests are low achievers and are therefore, classes as underachievers, while some pupil of average intelligence achieve much higher than what is expected of them. These pupils are accordingly described as over-achievers. In academic achievement too there is lots of differences in the students achievements. This could be due to many reasons and criterions that prevails the academic achievement of students.

VARIABLES INVOLVED IN THE STUDY

- I. Independent Variables: Achievement Motivation, Gender (Male & Female).
- II. Dependent Variables: Academic Achievement.

OBJECTIVES OF THE STUDY

1. To compare the academic achievement of the secondary school students having high and low achievement motivation.
2. To compare the academic achievement of male & female secondary school students having high achievement motivation.
3. To compare the academic achievement of male & female secondary school students having low achievement motivation.
4. To study the relationship between academic achievement and achievement motivation of the secondary school students.

HYPOTHESES OF THE STUDY

1. There exists no significant difference between academic achievement of the secondary school students having high and low achievement motivation.
2. There exists no significant difference between academic achievement of male & female secondary school students having high achievement motivation.
3. There exists no significant difference between academic achievement of the secondary school students having low achievement motivation.
4. There exists no significant relationship between academic achievement and achievement motivation of the secondary school students.

DESIGN OF THE STUDY

In the present study, descriptive method has been adopted as it is most appropriate method for such type of studies.

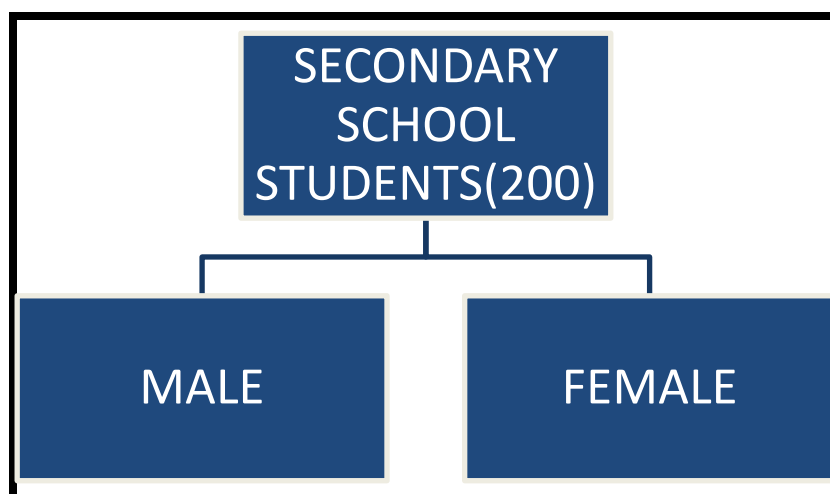
POPULATION

All the secondary class students of Rohtak District of Haryana State constituted the population for the present study.

SAMPLE

In order to collect the relevant data, a sample of 200 students of 10th class of Rohtak District was involved. Random sampling technique was used to select the schools and students.

These were further stratified on the basis of gender and out of 200 students were male and female selected.



Layout of the Sample selected for the study

TOOLS USED

The tools used in the present investigation:

- Achievement Motivation Scale by Prof. Pratibha Deo and Dr. Asha Mohan

PROCEDURE OF THE DATA COLLECTION

As the study was conducted among the high school students of Rohtak District, the researcher had to concentrate one district at a time, Data collection had been systematically executed. The researcher with the help of the school teachers administered the tool in an effective and efficient manner. The students were given the time to work with the tools of the research in their own learning environment.

STATISTICAL TECHNIQUES USE

In order to study the nature of the data descriptive statistics, mean and standard deviations were calculated with the help of Ms Excel and t-test used to find out the significant difference between the mean scores of male and female school students of secondary class. The mean score of Meta cognitive skills and Achievement motivation with respect to gender were presented pictorially in the form of graph. On the basis of these tools, procedures and statistical techniques employed, the analysis of data, interpretation and discussion of have been presented in the forthcoming chapter.

DATA ANALYSIS AND INTERPRETATION

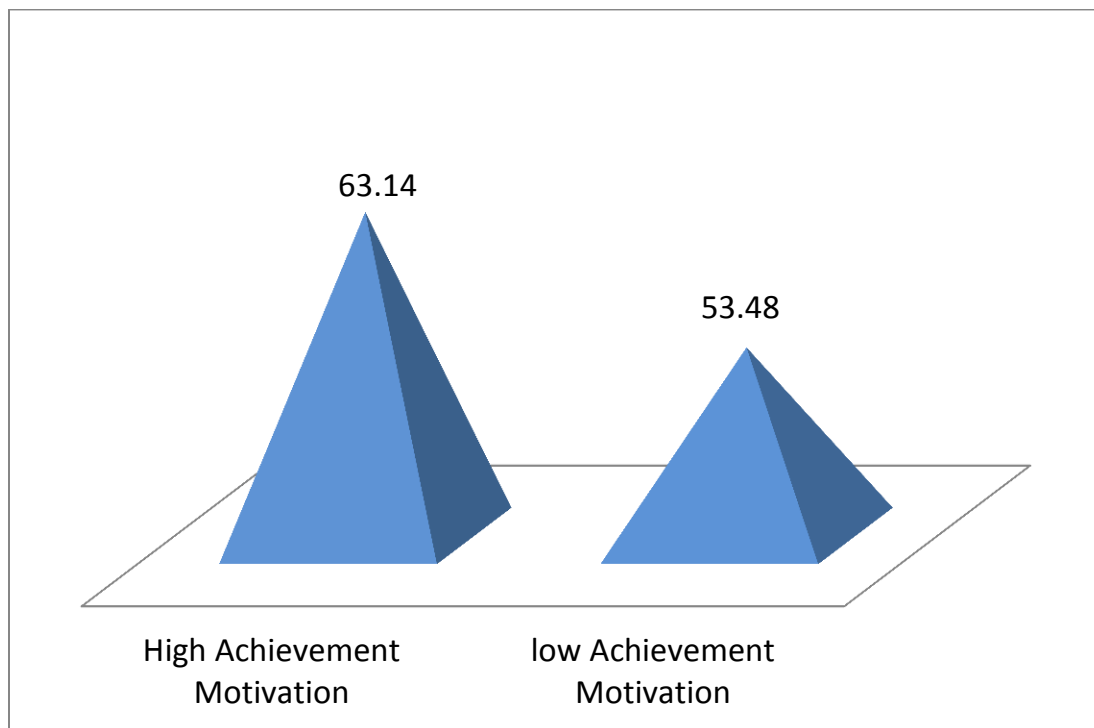
Objective-1: To compare the academic achievement of the secondary school students with high and low achievement motivation.

Hypothesis-1: There exists no significant difference between academic achievement of the secondary school students with high and low achievement motivation.

Table

Means, S.D. and ‘t’ value of Academic Achievement of Secondary School Students With High and Low Achievement Motivation

Variable	Groups	N	Mean	S.D.	't' value	Level of Significance
Academic Achievement	High Achievement Motivation	54	63.14	8.21	6.379	Significant at 0.01 level
	Low Achievement Motivation	35	53.48	4.40		



Mean Scores of Academic Achievement of Secondary School Students with High and Low Achievement Motivation

Table indicates that the t-value (6.37) for academic achievement of secondary school students having high and low achievement motivation is found significant at 0.01 levels. Thus the null hypothesis H_{04} , “There exists no significant difference between academic achievements of the secondary school students having high and low achievement motivation” stands rejected. In terms of mean scores it was revealed that the mean academic achievement scores of students having high achievement motivation (63.14) is higher than the mean academic achievement

scores of students having low achievement motivation (53.48). It depicts that students having high and low achievement motivation differ significantly on academic achievement.

Objective-2: To compare the academic achievement of male and female secondary school students having high achievement motivation.

Hypothesis-2: There exists no significant difference in academic achievement of male and female secondary school students having high achievement motivation.

Table

Means, S.D. and 't' value of Academic Achievement of Male and Female Secondary School Students having High Achievement Motivation

Variable	Groups	N	Mean	S.D.	't' value	Level of Significance
Academic Achievement	Male Students with High Achievement Motivation	23	60.86	8.67	1.791	Not Significant
	Female Students with High Achievements Motivation	31	64.83	7.56		

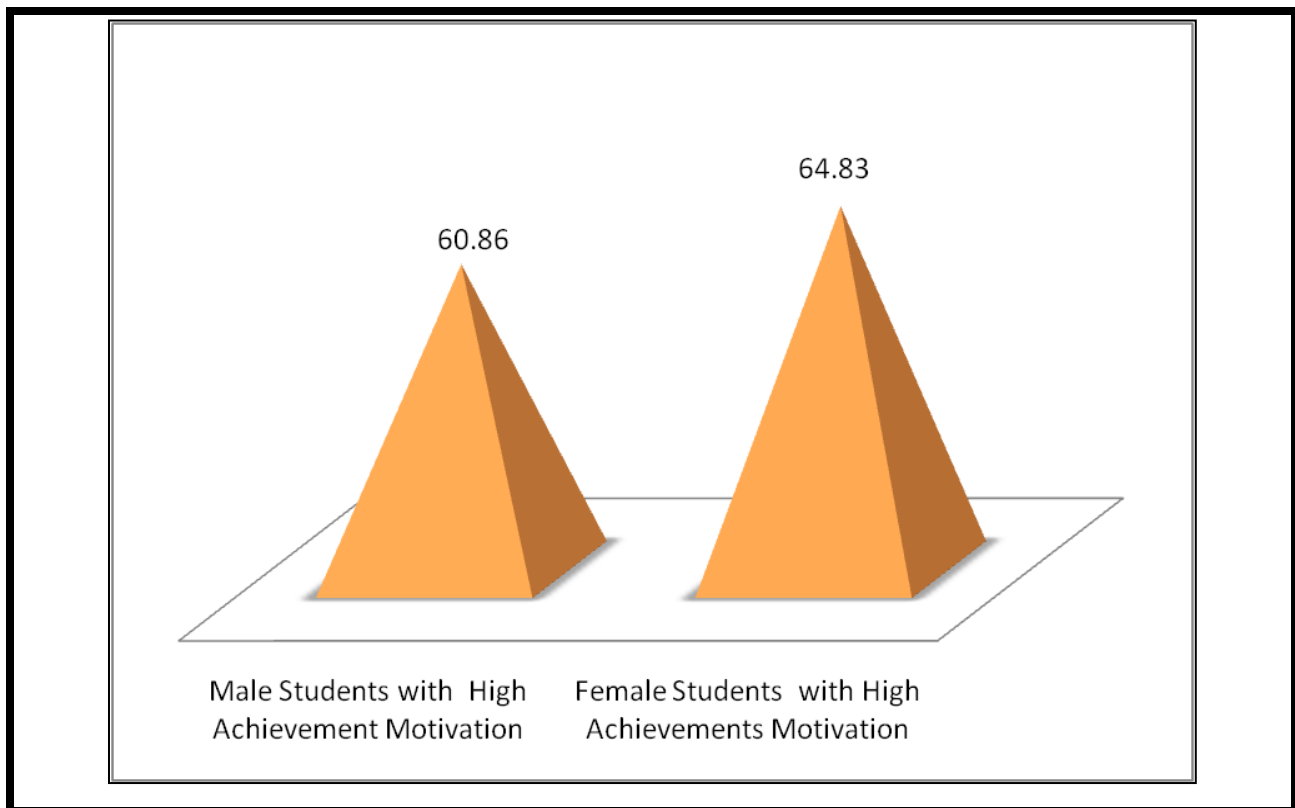


Fig.: Mean Scores of Academic Achievement of Male and Female Secondary School Students having High Achievement Motivation

Table indicates that the t-value (1.791) for academic achievement of male and female secondary school students having high achievement motivation is found not significant at 0.01 level. Thus the null hypothesis H_{05} , “There exists no significant difference between academic achievement of male and female secondary school students having high and achievement motivation” stands accepted. In terms of mean scores it was observed that the mean academic achievement scores of male students having high achievement motivation (60.86) is lesser than the mean academic achievement scores of female students having high achievement motivation (64.83). It indicates that male and female students having high achievement motivation differ significantly on academic achievement.

Objective-3: To compare the academic achievement of male and female secondary school students having low achievement motivation.

Hypothesis-3: There exists no significant difference in academic achievement of male and female secondary school students having low achievement motivation.

Table

Means, S.D. and 't' value of Academic Achievement of Male and Female Secondary School Students having Low Achievement Motivation

Variable	Groups	N	Mean	S.D.	't' value	Level of Significance
Academic Achievement	Male Students with Low Achievement Motivation	21	51.76	4.17	3.200	Significant at 0.01 level
	Female Students with Low Achievement Motivation	14	56.07	3.45		

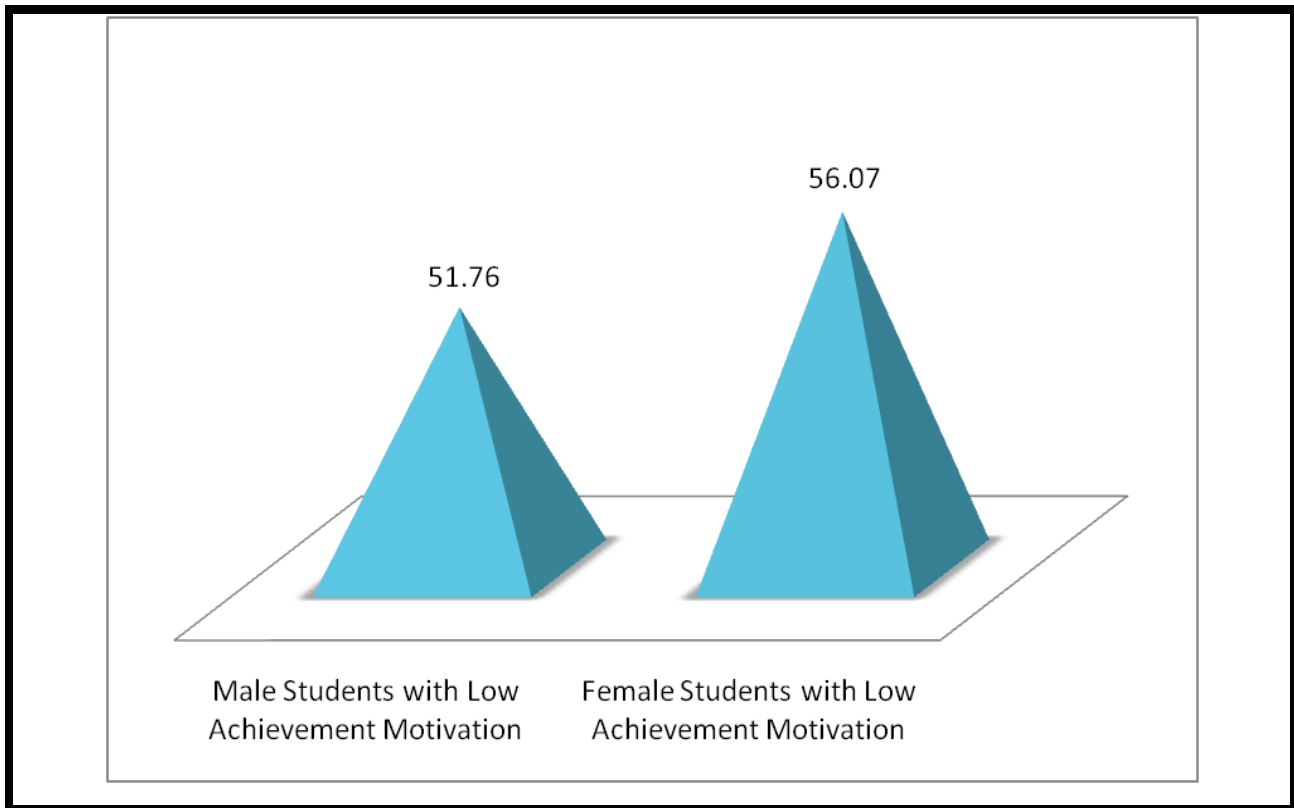


Fig.: Mean Scores of Academic Achievement of Male and Female Secondary School Students having Low Achievement Motivation

Table indicates that the t -value (3.20) for academic achievement of male and female secondary school students having low achievement motivation is found not significant at 0.01 level. Thus the null hypothesis H_{06} , “There exists no significant difference between academic achievements of the secondary school students having low meta-cognitive skills” stands accepted. In terms of mean scores it was inferred that the mean academic achievement scores of male students having low achievement motivation (51.76) is lesser than the mean academic achievement scores of female students having low achievement motivation (56.07). It depicts that male and female students having low achievement motivation differ significantly on achievement motivation. It indicates that female students having low achievement motivation had better academic achievement than the male students having low achievement motivation.

Objective-4: To study the relationship between the academic achievement and achievement motivation of the secondary school students.

Hypothesis-4: There exists no significant relationship between the academic achievement and achievement motivation of the secondary school students.

Table

Coefficient of Correlation (r) Between Academic Achievement and Achievement Motivation of Secondary School Students

Variables	N	'r' value	Level of Significance
Academic Achievement	200	0.77	Significant at 0.01 level
Achievement Motivation	200		

It is clear from Table that the 'r' value (0.77) between academic achievement and achievement motivation is found significant at 0.01 level. So, the null hypothesis H_{08} , "There exists no significant relationship between academic achievement and achievement motivation of secondary school students" stands rejected. It become quite clear that academic achievement and achievement motivation of secondary school students are positively and significantly correlated with each other. It can be inferred that higher the academic achievement, higher the achievement motivation of secondary school students and vice-versa.

FINDINGS OF THE STUDY

- ❖ A significant difference was found in academic achievement of the secondary school students with high and low achievement motivation. It depicts that students having high and low achievement motivation differ significantly on academic achievement. It indicates that students having high achievement motivation had better academic achievement than the students having low achievement motivation.
- ❖ Significant difference was not found in academic achievement of male and female students having high achievement motivation. It indicates that male and female students having high achievement motivation almost have same type academic achievement.

- ❖ There was significant difference in academic achievement of male and female secondary school students having low achievement motivation. It could be concluded that female students having low achievement motivation had better academic achievement than the male students having low achievement motivation.
- ❖ There was also found a positive correlation between academic achievement and achievement motivation. There exists a positive correlation between these parameters. It indicates that achievement motivation and meta-cognitive skills of secondary school students are positively correlated with each other. Ramaswamy (1988) reported that achievement motivation was positively related to academic achievement. So it could be concluded that secondary school students have more achievement motivation if they are better in achievement motivation.

CONCLUSION

On exploring this study, impact of accomplishment motivation on educational achievement among middle school students, it had been found that the degree of high and action motivation accomplished the tutorial achievement of male and feminine middle school students. The scholars having high and low action motivation dissent considerably on educational achievement and students having high and low achievement motivation differ significantly on academic achievement. Hence, the study exposes that action motivation plays a major role in determinant their educational achievement. Students with high action motivation skills exhibited increased achievement than their counterparts. A correlational statistics between action motivation and educational achievement. They found that students with high action motivation skills are additional strategic, and are able to have interaction in self-regulated learning also as victimization downside determination methods effectively the students' action motivation appears to play a really crucial role in this study, action motivation was found to be sensible predictors of students' educational achievement.

EDUCATIONAL IMPLICATION

- The study highlights that the achievement motivation is relevant factors in determining the achievement of students.
- The study exposes the details regarding the achievement motivation and academic achievement in Rohtak district. In the light of the results of the study the policy makers

and administrators shall take appropriate steps to improve the learning environment in academics based on respective district.

- The study provides invaluable resources to all those who are concerned with the improvement of secondary schools student's academic achievement.
- The study creates ample opportunities for the teachers to analyze the achievement motivation skills acquired by the students thereby providing training to those who need extra care.
- Learners with good achievement motivation skills are able to monitor and direct their own learning processes if they know their level of skills.
- The present study provides guideline to authorities how achievement motivation are to be developed effectively which in turn enhance the academic achievement.
- The findings of this study also prompt more researches among secondary school students with low success in all subjects.
- The study creates awareness among educators on how enhance achievement motivation of secondary school students.
- The findings of this study could be used in schools to create more effective tutoring methods for low-achieving students in academics.

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