

A Study of Achievement Motivation in Relation to Academic Achievement of Polytechnic Students

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ABSTRACT

Achievement motivation can best be defined as the expectancy of finding satisfaction in mastering challenging and difficult performances. In education we sometimes call it the “Pursuit of Excellence”. Academic achievement has been considered a vital factor in life and is the most important goal of education. In air rapidly changing society and world with the advancement of science and technology, the people have become educational minded. Achievement signifies accomplishments gain or a performance carried out successfully by an individual or group on the completion of a task whether it is academic, manual, personal or social. Thus, achievement means all those behavioral changes This personality trait is characterized by an enduring and consistent concern with setting and meeting high standards of achievement. This need is influenced by internal drive for action (intrinsic motivation), and the pressure exerted by the expectations of others (extrinsic motivation). Measured with the Thematic Apperception Test (TAT), need for achievement motivates an individual to succeed in competition, and to excel in activities important to him or her.

KEY WORDS: *Achievement Motivation, Academic Achievement, School problems, Social Problems Personal problems, Family problems.*

INTRODUCTION

Achievement motivation can best be defined as the expectancy of finding satisfaction in mastering challenging and difficult performances. In education we sometimes call it the “Pursuit of Excellence”. Academic achievement has been considered a vital factor in life and is the most important goal of education. In air rapidly changing society and world with the advancement of science and technology, the people have become educational minded.

In the broad sense of educational growth, the term academic achievement refers to the acquisition of all the behavioral changes associated with cognitive, effective and psychomotor

domains. But in the content of school situation, it refers to the achievement made by the pupils in their subjects of study. The term academic achievement has been derived from the term 'academy' which means a school where special types of instructions are imparted. Academic achievement has been assessed in variety of ways such as grade point average (GPA), performance or standardized lists as the Stanford Achievement Test (SAT) and scores on essay type examination etc.

Academic achievement is the case of a wider term i.e. educational growth plays an important role in the life of a child. High academic achievement in school builds self esteem and self confidence, which leads to better adjustment with the group. Achievement encompasses enhancement, self actualization, self important and same from the competition Maslow (1954). In new web master Dictionary and Thesaurus (1992), it is stated that achievement means to being to a successful and or a performance. According to Random House Dictionary of English, "Academic achievement has been defined as something accomplished of individual in all school subjects.

Achievement

Achievement signifies accomplishments gain or a performance carried out successfully by an individual or group on the completion of a task whether it is academic, manual, personal or social. Thus, achievement means all those behavioral changes which takes place in the individual as a result of learning experience of various kinds whatever be the form of achievement the need for achievement is clearly required by all human beings. This desire is quite natural as our other needs like biological or operational definition of the terms used in the study. In a competitive society the desire to excel over others is intensified, it may lead to a stronger drive or motive to achieve something and it is essential to beat the others in competition. It results in experiencing a sense of anxiety. Today everyone wishes that his/her child should reach at the highest achievement level. The opportunity responding the tendency to teach more to the high expectancy students, the contingent feedback on the students response provide by the teacher do have a direct impact on student's academic performance. Teacher's attitude is linked with the students attitude, which in turn is associated with his/her achievement high expectations or a negative attitude shown by the teachers may also influence the educational process and teaching techniques used by the teachers to impart knowledge and thus affect the performance and achievement level of the students. The desire to gain reputation in the eyes of others and to get highest achievement level create pressure on student and it also puts pressure on teachers also. Today the education system is examination oriented and the result is the prestigious issue for

everyone. If a student scores highest then he is admired by everyone and other children are ignored. The achievement of any individual is measured in terms of the marks he/she gets in examination.

There is not specific or systematic definition of achievement. But some educationists tried to define the word achievement.

Need for achievement

Need for achievement (N-Ach) refers to an individual's desire for significant accomplishment, mastering of skills, control, or high standards. The term was first used by [Henry Murray](#) and associated with a range of actions. These include: "intense, prolonged and repeated efforts to accomplish something difficult. To work with singleness of purpose towards a high and distant [goal](#). To have the determination to win". The concept of N-Ach was subsequently popularised by the psychologist [David McClelland](#).

This personality trait is characterized by an enduring and consistent concern with setting and meeting high standards of achievement. This need is influenced by internal drive for action (intrinsic motivation), and the pressure exerted by the expectations of others (extrinsic motivation). Measured with the [Thematic Apperception Test \(TAT\)](#), need for achievement motivates an individual to succeed in competition, and to excel in activities important to him or her.

Need for Achievement is related to the difficulty of tasks people choose to undertake. Those with low N-Ach may choose very easy tasks, in order to minimise risk of failure, or highly difficult tasks, such that a failure would not be embarrassing. Those with high N-Ach tend to choose moderately difficult tasks, feeling that they are challenging, but within reach.

Academic Achievement

Academic Achievement has been considered a vital factor in life and is the most important goal of education. In our rapidly changing society and world with the advancement of science and technology, the people have become educational minded. Every parent sets his goals towards his child. In every step of life, academic record speaks for individual. At the time of admission, for entrance or a job, for scholarship and for further studies, good academic result is the only recommendation.

Justification of the Study

The most outstanding characteristics of a research are that it contributes same thing new to the development of the area concerned. Several studies have been carried out to investigate the

relationship between the study of achievement motivation of students and academic achievement. But rare studies have been conducted with academic achievement in depth. Now-a-days society the educations institutions, the schools, the colleges and families are so complex that the students are facing a number of problems in their daily life in relation to their academic achievement motivation. It is the responsibilities of the researchers' teachers, parents that the problem should be identified very soon and the immediate remedial measures should be provided to the students for the betterment of their results. The present study has implication for parents, teachers, guidance, workers educational administrators, counselors for further research.

Statement of the Problem

“A Study of Achievement Motivation in Relation to Academic Achievement of Polytechnic Students.”

Operational Definitions of Terms Used

Academic Achievement:-

Academic Achievement is the educational goal that is achieved by a student, teacher or institution achieves over a certain period. This is measured either by examinations or continuous assessments and the goal may differ from an individual or institution to another.

Achievement motivation:-

Achievement motivation can best be defined as the expectancy of finding satisfaction in mastering challenging and difficult performances. In education we sometimes call it the “Pursuit of Excellence”.

Variables

There are two variables in this research

- a) Independent Variable: Achievement Motivation is the independent variable in this research.
- b) Dependent Variable: Academic Achievement is the dependent variable in this research.

Objectives

1. To study the achievement motivation and academic achievement of Polytechnic students.
2. To study the achievement motivation of boys and girls of Polytechnic colleges.

3. To study the academic achievement of boys and girls of Polytechnic colleges.
4. To study the relationship between academic achievement and achievement motivation of boys and girls of Polytechnic students.

Hypotheses

1. There is no significant difference in the achievement motivation of boys and girls of Polytechnic colleges.
2. There is no significant difference in the academic achievement of boys and girls of Polytechnic colleges.
3. There is positive correlation between academic achievement and achievement motivation of boys and girls of Polytechnic colleges.

Procedure

1. Methodology of the study

Descriptive survey method was applied in this study to find out the attributes of Boys and Girls towards motivation and their academic achievements. The researchers by using gathered data of a large number of cases at a particular time.

2. Sample

The investigator used random sampling method for this study. The sample consists of 150 students of Polytechnic college of Sirsa city. Out of 150 students 75 girls and 75 boys were selected.

3. Instrumentation

• Tool used

To collect the data, the researcher used the following tools:

Deo - Mohan Achievement Motivation (n-Ach) Scale.

1. The academic achievement was determined on the basis of the scores obtained by the students in the previous on the annual examination.

• Description of Tools

Deo - Mohan Achievement Motivation (n-Ach) scale. This test was administered to assess the value of achievement motivation of the students. The tests comprised of fifty statements and students were instructed to indicate their feelings by rating the frequency of the statement on a five point scale.

- I. Always
- II. Frequently
- III. Sometime
- IV. Rarely
- V. Never

The fifty statements comprised of the following fifteen factors of achievement motivation.

- I. Academic motivation
- II. Need for achievement
- III. Academic challenge
- IV. Achievement anxiety
- V. Importance of grades/marks
- VI. Meaningfulness of task
- VII. Relevance of school/college of future goals
- VIII. Attitude towards education
- IX. Work methods
- X. Attitude towards teacher
- XI. Inter-personal relation
- XII. Individual concern
- XIII. General interest
- XIV. Dramatics
- XV. Sports etc.

(d) Statistical Techniques:

To analyze the data, the following statistical techniques have been used in the present study.

Mean:

The following formula has been used to obtain mean value from data:

$$M = \sum x / N$$

Standard Deviation:

In statistical analysis a more accurate measure of variability is one which represents not merely the spread of the distribution but the degree to which the same score were clustered around mean. This measure is known as standard deviation of the distribution. It is referred to as SD (σ)

Standard error in the difference between two means:

To see the significance between the two means method of standard error of difference between

two means was employed. The standard error was found by the following formula.

S.E_D =

t-ratio:

The significance of difference between the two means was judge by the computation of t-ratio, which is found by dividing the actual difference of two means by standard error of difference.

Formula for calculating "t-ratio" is.

$$t = M_1 - M_2 / SE_D$$

Coefficient of Correlation:

Correlation is used to find out the relationship between variables. It describes the degree of simultaneous variation of two variables. It can be represented quantitatively by the coefficient of correlation. Its value ranges from -1.00 to +1.00. The zero describes complete lack correlation between two variables. The sign of co-efficient indicate the direction of relationship and numerical value its strength. Karl Pearson's coefficient of correlation is:

$$r = \frac{\sum xy}{\sqrt{\sum x^2} * \sqrt{\sum y^2}}$$

Delimitation

The present study is delimited:

- Sirsa city only.
- One fifty students of Polytechnic colleges.

Major Findings of the Study

1. There is no significant difference in the achievement motivation of boys and girls of Polytechnic College.
2. There is no significant difference in the academic achievement of boys and girls of Polytechnic College.
3. (a) There exists positive correlation between achievement motivation and academic achievement of girls of Polytechnic College.
(b) There exists positive correlation between achievement motivation and academic achievement of boys of Polytechnic College.

Educational implications of the study

The most outstanding characteristics of any research are that of contributes something new to the development of the area concerned.

Now-a-days society, the educations institutions, the schools, the colleges and families are so complex that the students are facing a number of problems in their academic achievement and

motivation. It is the responsibility of the researchers, teachers, parents that the problem should be identified very soon and the immediate remedial measures should be provided to the students for the betterment of their life.

The present study has its implication for parents, teachers, guidance, workers, educational administrators, counselors for further research.

Conclusion

On the basis of the discussion and findings the following conclusion appears tenable:

1. There is no significant difference in the academic achievement of boys and girls.
2. There is a relationship between motivation and academic achievement.

Suggestions for further studies

1. The similar study may be done on middle school students and college students.
2. The similar study may be conducted in special group of children such as handicapped, gifted and backward.
3. The same study can be conducted on the same population using different tools.
4. To get a clear picture of motivation and study of students, comparative study of students studying in government school and private school can be undertaken.
5. Longitudinal studies may be undertaken instead of sectional studies.
6. Correlation studies related to academic achievement, motivation and other variables can be undertaken.
7. Problem can also be studied with the help of other psychological tests.

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