

# ACHIEVEMENT ITSELF IS A MOTIVATION FOR LEARNING OUTCOMES OF ELEMENTARY SCHOOL STUDENTS

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**Abstract:** At the elementary level of schooling the children can get joyful learning situation when they find themselves capable of achieving learning objectives. Lucidity of language, jubilant environment free from fear and anxiety, certainty of success and presentation of content on assessment of capabilities bring their achievements which in turn act as motivators. Taste of achievement is a potential factor in learning. Elementary school students focus their attention in learning when they come to know that achievement will arrive spontaneously with the help of little positive effort. In personality theory there is inevitably a certain impatience--a desire to solve every problem at once so as to get the "whole" personality in focus. Learning outcomes are measured by administration of achievement tests prepared in terms of learning objectives. It is found that achievers in free environment are motivated to perform better than non-achievers under coercion.

**Index terms :** Achievement, Learning objectives, Personality, Motivators, Fear and anxiety.

## 1.Introduction

**Achievement Motivation** theory was proposed by social psychologist **David McClelland**. His approach aimed to explain how different types of motivation affect people's performance in work place. McClelland proposed that there are three types of motivation that drive us all no matter what our background is. This includes achievement, affiliation, and power within a setting. Our concern is limited to performance and success or achievement of elementary school students. Some children are there who are excited in setting and accomplishing challenging goals. Some consider a calculated risk and easy decision will help them to succeed. Some thrive in a setting to receive both positive and negative feedback because they know it will help them progress and reach new heights. These children are motivated by achievement. Affiliation, and power not being our concern, in this paper, we will only be focusing on achievement.

Apart from providing the primary education to masses in India, its quality has been a major cause of concern for the Government. "Among several development indexes used to measure societal growth, the most important for us are those proposed for measuring quality of education" (Banerjee, 2003). "The expansion of primary education in India over the last decade has been phenomenal. But, by all accounts, the expansion of the Indian education system has led to deterioration in the quality of education" (Grover & Singh, 2002). Good management plays an important role in academic achievement of schools.

## 2.Statement of the problem

The current study will be done to analyze the achievement of excellence in Elementary Education in relation to motivation created by reinforcement of every success obtained in joyful academic environment.

## 3.Review of literature

**Abernathy and Vineyard et al. (2011)<sup>1</sup>** examined young adult participation in high school activities and identity group as predictors of later substance use, psychological adjustment, and educational and occupational outcomes. They found that both participation and identity may consolidate specific skills, attitudes, values, and social networks that have a far-ranging impact on the transition to adulthood.

**Anderson and Raasch et al. (2008)<sup>2</sup>** in his research compares, contrast and compliments the curricular and co-curricular areas of higher education and presented his findings to justify the existence student affairs as a legitimate contributor to the education of the whole student. The distinctive features of academic and student affairs are presented.

**Anuradha and Meera Samson (2007)<sup>3</sup>** in their study found that teaching input does not compensate sufficiently for deficiencies in home environment. Overall school quality has to be improved to enable boys and girls to develop their full potential.

**Astin et al. (2011)<sup>4</sup>** conducted a study to test the effect of participation in extracurricular activities on high school achievement. This study shows that participation in some activities improves the academic achievement of the high school student. He has concluded that participation in inter-scholastic sports promotes student development and social ties among students, parents, and schools.

**Astroth and Haynes et al. (2002)<sup>5</sup>** surveyed the behaviour of 2,500 students' use of out-of-school time found that only 17% reported no involvement in out-of-school activities. Extra- Curricular participants were less likely to shoplift, steal, smoke

cigarettes, ride with a drunk driver, or damage property. They were more likely to develop self-confidence and social competence, demonstrate leadership, and feel accepted by adults.

**Beal et al. (2010)**<sup>6</sup> investigated the consistent participation in extra-curricular activities as a contributor to long-term educational success. Consistent participation in extracurricular activity was associated with high educational status at young adulthood. Educational status was, in turn, linked to reciprocal positive changes between participation in extracurricular activity and interpersonal competence and to educational aspirations across adolescence.

**Daniels Brown et al. (2010)**<sup>7</sup> article on sports and school success summarizes results of two studies presented at the annual meeting of the American Educational Research Association in April 1999. Both studies suggest that participating in high school sports is good for children's physical and mental development.

**Farenga, Joyce and Ness et al. (2002)**<sup>8</sup> in their joint research work, suggested the use of informal experiences students have, through extra-curricular activities such as music lessons to design a curriculum related to sound that encourages active student participation and learning.

**Netai Tudu (May 2016)**<sup>9</sup> in his study adopted 200 class VIII students from Midnapore district of West Bengal state. These students were chosen as sample by using random sampling technique. A self made questionnaire was based in the dimensions such as academic help, co-curricular activity, self activity and academic achievements. The finding at statistical 1% level of significance indicated that urban boys can improve their achievement level with their co-curricular activities.

**Paul and Baskey (2012)**<sup>10</sup> in their paper highlights the role of factors effecting extent of academic achievement of secondary level school students of Burdwan district in the state of West Bengal. The result revealed significant positive association between co-curricular activity and academic achievement of students.

**Rao et al. (2010)**<sup>11</sup> investigated the relationship between participation in school and non-school based extra-curricular activities and peer influence on adolescent substance use. Surveys of 3,189 11th graders from Midwestern high schools indicated that while school and non-school based extra-curricular activities significantly influenced substance use, peer influence was much more significant in explaining variance in substance use.

**Susan (2010)**<sup>12</sup> examined the relationship between participation in extra curricular activities and academic achievements using data from the National Educational Longitudinal Study (NELS). The NELS project began in 1988, collecting data on 24,599 class VIII students. African- American and white students taking into consideration their racial differences were selected. Results showed that the amount of participation in co-curricular activities was positively related to academic achievement.

**United States Department of Education, National Center for Education Statistics (2005)**<sup>13</sup> in its report on the condition of education found that co-curricular activities such as music, academic clubs and sports may effect academic performance of the school.

**Other Reviews:** Psychologists believe that motivation is a necessary ingredient for learning (Biehler & Snowman, 1986). Satisfactory school learning is unlikely to take place in absence of sufficient motivation to learn (Fontana 1981). Denhardt (2008), defined motivation as "what causes people to behave as they do" Lawler (1994) said "motivation is goal directed".

Motivation outlines the achievement and pursuit of goals (Denhardt 2008). Pettinger (1996) defined motivation as environmentally dependent. Campbell & Pritchard (1976) defined motivation as being the set of psychological processes that cause the initiation, direction, intensity, and persistence of behavior. Denhardt, Denhardt and Aristigueta (2008) outlined motivation is not: directly observable, the same as satisfaction, always conscious, and directly controllable.

Denhardt (2008) argued that motivation is not directly observable. Motivation is an internal state that causes people to behave in a particular way to accomplish particular goals and purposes (Denhardt, 2008). Motivation is not directly controllable. Motivation is not a conscious effort towards success. When a child manifests desired result, it is the duty of the teacher to inform the child about correctness of his/her response. This information about knowledge of result is known as Reinforcement. This reinforcement is not only a sense of satisfaction but a feeling of achievement actively engaged as motivator of further achievement.

#### 4. Discussion

A lot of teachers use rewarding technique judiciously for motivating students' better learning outcome.

**1.Appropriate behavior:** Students conform to appropriate behaviors when rewarded either intrinsically or extrinsically.

**2. Increased motivation:** Students will show interest and raise their participation in the everyday classroom tasks, responsibilities and learning.

**3. Joyful students:** Incentives for students motivate them to be more productive because they create a feeling of pride and achievement. Being successful makes them happy.

**4. Boosted self-esteem:** Every success story helps students become more self-confident. They are proud and also encouraged to achieve another successful result.

**5. Completed homework:** The National Association of School Psychologists suggests that reward systems help motivate students to complete their homework. It's rather shocking that without rewards, students don't complete it.

**6. Improved results:** Rewarding students encourages and endorses school effort. They lead to improved outcomes for students.

Examples of Creative reward systems: 1. Pick a game at recess. 2. Sit with a friend. 3. Teach the class a favourite game. 4. Take a homework pass. 5. Be the teacher's helper for the day. 6. Draw on the chalkboard. 7. Choose any class job for the week. 8. Use the teacher's chair. 9. Take home a class game for a night. 10. Do half of an assignment. These are only a few suggestions. Before undergoing through this system teachers must do the following:

(i) Set class behavior goals that are achievable and measurable. For example: when a teacher raise his hand, all the students stop talking within 20 seconds. Let the students participate in setting up those goals. It will motivate them more to abide by the rules.

(ii) The intention of the teacher must be clear. For example: students will receive a reward when they help another student, they finish homework a day early, when they participate in class.

(iii) Giving students specific, genuine feedback attached to the reward is important. For example: "Milan, you showed respect by letting Ramesh in before you".

(iv) To be sure that rewards are valuable and motivating for the students, we can have a brainstorm session.

(v) Just like giving feedback, rewards must be given shortly after the shown behavior. In that case, students won't forget what they did to deserve it and other students won't get suspicion.

## 5. Conclusion

Motivational factors in learning as the process initiates, guides and maintains goal-oriented behaviour. The factors are: 1. Activation (involves the decision to initiate a behavior) 2. Persistence (continuous effort towards achieving a goal removing obstacles) 3. Intensity (vigour that works in pursuing a goal) 4. Instincts (behaviours are motivated by inborn instincts) 5. Drives and needs (our behaviours are motivated by the needs to fulfill our drives) 6. Arousal levels (students are motivated to make desired change in behaviour to maintain their optimal level of arousal).

As regards achievement motivation, these two principles are having viable psychological base, viz., (a) Where victims see adversity, extreme achievers see opportunity and (b) Every achievement is a servitude. It compels us to a higher achievement. The elementary school students of government schools come from economically poor and lower middle class families. They are introvert in nature and do not want to response in academic environment. So our challenge is to provide them school environment completely free from fear, full of fun, lucrative as to fulfillment of all needs of childhood and caring like their home atmosphere. During their movement through games, play way activities, cultural as well as academic activities, precisely passing across the curriculum children achieve success at different points. It is the duty of teachers and parents to reinforce each and every success by providing creative reward and feedback. Thus these achievements will play the role of motivation in their developmental process as a whole.

## 6. Scope of research study

Researchers may prepare instruments to arouse achievement motivation in elementary school students. A statistically sound sample of students be allowed to undergo an educational programme twice; one before having motivational treatment and one after going through the treatment (instrument) prepared by the researcher. Pretest and post test results may be compared. Statistical tests be done to establish significance of difference of achievement as an effect of achievement motivation.

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