



A STUDY OF ACHIEVEMENT MOTIVATION OF ADOLESCENT ON IN THEIR ACADEMIC ACHIEVEMENT AT SENIOR SECONDARY LEVEL

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ABSTRACT

Achievement motivation is essentially a type of motivation that is personal in nature. Motive to achieve, in other words, achievement motive is the basis of achievement motivation. Those who engage themselves on achievement motive are said to work under the spirit of achievement motivation. Generally, achievement motivation is the expectancy of finding satisfaction in proficiency of hard and challenging performance while in the field of education. In more certain way, it stands for quest of excellence. A motive comes into picture when an individual knows that his performance will be evaluated and that the consequences of his actions will be either a success or failure and that good performance will produce a feeling of pride in accomplishment. To analyse the complexity of human behaviour, theory of motivation through understanding of achievement motivation is indispensable and the role of achievement motivation cannot be ignored in case of development of individual personality. Each individual is unique and each individual is born with capacities. Achievement motivation is determined by various aspects i.e., intellectual level interest, aptitude, mental and physical health personality etc. and various environment forces i.e., social economic status, rural and urban background, family relationships type of schooling. The knowledge of all these factors will be helpful in assessment of achievement motivation. The present study is undertaken with main objective like: To find out the difference of achievement motivation between girls and boys of government school, between girls and boys of private school. In the same way difference of achievement motivation between girls and boys of government school, academic achievement between girls and boys of government school, girls and boys of private school. For sample 120 students of class 12th have been selected. It has been found that there are no significant differences in mean score of achievement motivation between girls and boys of government schools.

Keywords: Achievement, motivation, Adolescent, Academic Achievement.

INTRODUCTION

Achievement and motivation have been defined as the degree to which individuals vary in their need to strive to attain rewards, namely, physical satisfaction, praise from others and feelings of its own mastery. A contextual factor that exists inside the school environment includes things such as teachers' stress on grades versus effort and a classroom focused on competition versus collaboration. Additionally, academic climate is also an important factor to study because, unlike job opportunities and higher education affordability, it can not be changed through relatively small-scale interventions.

Achievement motivation is best characterized as multidimensional, encompassing individual differences in learning goals and orientations toward learning. The need and desire to achieve is a basic and natural in human beings as the other biological or socio-psychological needs and desires. The need and desire to achieve is a spring-board of the achievement motivation in the competitive society or set up the desire to excel over society or set up the desire to excel over other or achieve a higher level than one's peers is intensified, which in turn may lead to a stronger derive or motive to achieve something or everything that is essential to beat the others in the race and consequently experience a feeling of pride and pleasure in the achievement. In recent years achievement motivation is an object of considerable concern. It has great significance in understanding human behavior. Motivation is considered as a result of the grouped power of will, internal will motives and activity. Motivation is a fundamental part of the psychologist's efforts to achieve a valid psychology of social and human behavior. Achievement motivation is confined by one's early training experience, and subsequent learning. In general achievement motivation is expectancy at finding satisfaction in mastery of difficult and challenging performances whereas, in the field of education it particularly stands for the pursuit of excellence. An education system should develop a spirit of competition and excellence amongst adolescents in this era of achievement race. In this contest. every individual has an instinctive wish to achieve greater heights of academic achievement and characterize himself as a winner of achievement race. The emphasis by both the parents and the society is on the attainment of higher academic success of the child and those who succeed in it would get recognition in a great extent. Academic achievement of every pupil differs from one another inspite of their best efforts and facilities. Psychologists suggest that there is energy beside the initiative ability, which alters the scholastic achievement of students and is referred to as achievement motivation. To understand the term or achievement motivation, study of human behavior is must. Human being is a complex form of behavioral differences. Different people behave differently in most similar situations. The explanatory construct of motivation can be used to understand this human behavior. Achievement motivation has been an object of considerable concern and discussion in recent years. It has great significance in understanding. Achievement motivation is relatively a new concept in the psychology of human behavior. It has been referred as need for achievement and abbreviated as an achievement (N-Arch). It refers to the behavior of an individual who strives to accomplish something and to do his best to excel over others in performance. Thus, a need to achieve may be defined as the need to meet and excel in standard of excellence. People with high achievement motivation tend to exert more effort and perform better than low achievers.

OPERATIONAL DEFINITION

ACHIEVEMENT

Achievement is the level of learning and attainment in a particular area of the subject in terms of knowledge, understanding, skills and applications. The main emphasis of educative process is to improve the performance or learning of the students. The learning outcomes of the students are carefully measured with the help of their achievement or performance.

ACADEMIC ACHIEVEMENT

Academic achievement is the performance of students in the field of education and the types of environments found at home plays, perhaps, a very important role in determining academic achievement in children.

Here by academic achievement, we mean knowledge acquired by adolescent students at school level. At school level achievement includes:

- (1) Ability to understand basic concepts;
- (2) ability to think;
- (3) ability to write correctly;
- (4) ability to understand concepts in science;
- (5) ability to apply sources of main information;
- (6) ability to recognize the meaning of important words.

These abilities are developed by teaching various subjects at school level. Thus, achievement refers to students' mastery of the subject at school this can be accessed by the study of student academic records and detail mark sheets of exams passed by him. Here we are taking about the 12th class students for our study.

STATEMENT OF THE PROBLEM

The problem namely, "A Study of Achievement Motivation of Adolescent on Their Academic Achievement at Senior Secondary Level" is formulated to assess the level of achievement motivation in relation to their academic achievement of the students.

OBJECTIVES

1. To find out the difference of achievement motivation between girls and boys of government school.
2. To find out the difference of achievement motivation between girls and boys of private school.
3. To find out the difference of academic achievement between girls and boys of government school.
4. To find out the difference of academic achievement between girls and boys of private school.
5. To study the relationship between academic achievement motivation and achievement of adolescent students.

HYPOTHESES

The following hypotheses were formulated to be tested:

1. There is no significant difference of achievement motivation between girls and boys of government school.
2. There is no significant difference of achievement motivation between girls and boys of private school.
3. There is no significant difference of academic achievement between girls and boys of government school.
4. There is no significant difference of academic achievement between girls and boys of private school.
5. There is no significant relationship between academic achievement motivation and achievement of adolescent students.

SAMPLE

For the present study, a purposive sample of 120 students of class 12th of have been selected from various government and private schools in Ghaziabad. In this way 60-60 government and private schools are selected for study. After that 30-30 boys and girls of government and private schools separately are selected.

TOOLS

Although, there are various tools to collect information about the students' achievement motivation in different levels, but following are appropriate for present study.

Following tools are used –

1. ACHIEVEMENT MOTIVATION TEST (ACMT) :

- Based on sentence completion method By Dr. V.P. Bhargava was used for collecting scores in achievement motivation).
- The marks obtained by the students in their last examination were considered as academic achievement scores

The test consists of 50 items of incomplete sentences/item/which are to be completed by the students by putting a tick mark on anyone of the three alternatives responses given against each item. The subject is instructed about what they have to do and are required to check the item by choosing one of the alternative responses which indicates his true feeling with respect to the point asked through a particular item. Another feature of the test is that items are repeated more than once in order to know the level of consistency with which the subject is answering the test.

2. SCORING:

The procedure for scoring is very simple. It can be done with the help of scoring key. Each item indicating Achievement Motivation (N-Ach) is given a score *I* and the total score earned on and the item of N-Ach score. The test was administrated. Most of the students completed the test in time but some of them took near about 30-35 minutes. The investigator read the instructions which are given here as- It is a self-administrating test and there is no time limit for answering it, ordinarily an individual takes 20 minutes completing the test.

The *achievement scores* of the students have been taken from the results of their previous class.

STATISTICAL TECHNIQUES:

Mean, S.D., 't' and Karl Pearson's Product Moment Correlation has been calculated by using SPSS software.

ANALYSIS AND INTERPRETATION

Analysis of data means examining the tabulated material in order to determine inherent facts and meaning. It involving breaking down existing complex factors into simple parts and putting the parts together in new arrangement for the purpose of interpretation.

Following hypotheses are tested:

H1: There is no significant difference of achievement motivation between girls and boys of government school

Group	No. of	Mean	S.D.	t'	Level of Significance
Girls Govt.	30	17.86	2.75	0.164	Not significant at any level of significance.
Boys Govt.	30	18	3.49		

Table 1 it is evident that 't' value is 0.164. which is not both 0.05 and 0.01 level of significance with 58. It indicates that the mean scores of govt. boys (18.00) are slightly higher than govt. girls. Thus, our null hypothesis which states that "there is no significant difference of achievement motivation between girls and boys of school" is rejected.

H2: There is no significant difference of achievement motivation between girls and boys of private school.

Group	No. of	Mean	S. D	t'	Level of Significance
Girls of private schools	30	34.20	3.7	1.403	Not significant at any level of significance.
Boys of private schools	30	32.43	5.81		

From Table 2, it is evident that 't' value is 1.403, is not significant at both 0.05 and 0.01 level of significance with df 58. It indicates that the mean scores of girls of private schools (34.20) are higher than boys of private schools (32.43) and did not differ significantly. Thus, the null hypothesis that "There is no significant difference of achievement motivation between girls and boys of private school." is retained.

H3: There is no significant difference of academic achievement between girls and boys of government school

Group	No. of	Mean	S.D.	t'	Level of significance
Govt. Girls	30	321.37	16.04	3.81	Significant at 0.01 level of significance.
Govt. Boys	30	311.24	17.38		

From Table 3 it is evident that 't' value is 3.81, which is significant at both 0.05 and 0.01 level of significance with df 58. It indicates that the mean scores of govt. girls (321.37) are higher than govt. boy students (311.24). Thus, the null hypothesis that "There is no significant difference of academic achievements between girls and boys of government school" is rejected

H4: There is no significant difference of academic achievements between girls and boys of private school.

Group	No. of	Mean	S.D.	t'	Level of Significance
Girls of Pvt. School	30	325.43	17.03	2.98	Significant at 0.01 level of significance.
Boys of Pvt. School	30	318.56	16.26		

From Table 4, it is evident that 't' value is 2.98, differ significantly at both 0.05 and 0.01 level of significance df 58. It indicates that the mean scores of girls of pvt. School (323.43) is higher than boys of private school differ significantly. Thus, the hypothesis that "There is no significant difference of academic achievement between girls and boys of government and private school." is rejected.

H5: There is no significant difference of academic achievement between girls of government and private schools..

Group	No. of Students	Mean	S.D.	t'	Level of Significance
Girls of Govt. School	30	321.37	16.04	2.91	Significant at 0.01 level of significance.
Girls of Pvt. School	30	325.43	17.03		

From Table 5, it is evident that 't' value is 2.91, which is significant at both 0.05 and 0.01 level of significance with df 58. It indicates that the mean score of govt. girls (312.37) is lesser than private girl's students (325.43). Thus, the null hypothesis that "There is no significant difference of academic achievement between girls of government and private schools" is rejected.

H6: There is no relationship between academic achievement and achievement motivation of students

Group	No. of Students	Mean	S.D.	t'	Remark
Girls of Govt. School	60	29.16	7.59	0.826	High Correlation
Girls of Pvt. School	60	319.15	19.93		

From Table 6, it is evident that 'r' value is 0.826, so there is high correlation (substantial but small relationship) between academic achievement and achievement motivation of students. It shows that as achievement motivation increase as achievements of students increases.

FINDING

1. It has been found that there is no significant difference in the mean score of achievement motivation between girls and boys of government schools.
2. It has been found that there is no significant difference in the mean score of achievement motivation between girls and boys of private schools.
3. It has been found that there is a significant difference in the mean score of academic achievement between girls and boys of government schools.
4. It has been found that there is a significant difference in the mean score of academic achievement between girls and boys of private schools.
5. It has been found that there is high correlation between academic achievement and achievement motivation of senior secondary school students.

CONCLUSIONS

From the present study a number conclusions have been drawn and there are generalized to the extent of representatives of the sample and methodology employs in study. These conclusions may be summarized as:

1. Govt. school boys' achievement motivation score is higher in comparison to girls of government school.
2. Private school girls' achievement motivation score is higher in comparison to boys of private school.
3. Govt. school girls' academic achievements score is higher in comparison to boys of government school.
4. private school girls' academic achievement score is higher in comparison to boys of private school.
5. There exist relationship between achievement motivation and academic achievement of students.

In this way achievement can be attained by providing suitable and positive achievement motivation by the parents. The factors that provide conducive achievement are parental attitude towards values child rearing practices and nature of interaction with children, physical and temporal environment. since achievement motivation is the major and most contributing factor for child's growth and development, the parents and other members of family should cautiously and carefully make efforts to stimulate children to higher pursuits of success.

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