



# “A STUDY ON THE IMPACT OF ACHIEVEMENT MOTIVATION AMONG HIGH SCHOOL STUDENTS IN HYDERABAD, TELANGANA”.

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## Abstract

Achievement motivation is a crucial factor in successfully attaining desired goals in any field. It plays a significant role in individual development and national progress, as motivated individuals are more likely to excel and contribute to the growth and advancement of their communities and nations. During and post-pandemic COVID-19, students endured certain hardships and challenges such as online classes, social distancing, isolation and academic targets. Some of the students could cope with the challenges, but not all. They lacked the motivation to focus on their educational goals and work towards achieving them. Achievement motivation could be one of the ways to help students focus on their studies and reach their potential. The study aims to examine the impact of achievement motivation among high school students of Hyderabad, Telangana, after specific motivation strategies are tried and tested with the students. The objective is to assess the impact with regard to gender, type of management and locality on achievement motivation among high school students. The tool used is the achievement Motivation scale developed by Pratibha Deo and Asha Mohan (1985).

The Sample population for the study would consist of 120 high school students in Hyderabad city of the State of Telangana and a rural area nearby. The subjects will be in the age group of 14-17 years and a purposive random sampling method will be used. The three independent variables i.e., gender (boys & girls), type of management (government & private) and locality (rural & urban), each was divided into two categories, a  $2 \times 2 \times 2$  factorial design will be employed.

**Key Words: Gender, Type of Management, Locality, Achievement Motivation, and High School Students.**

## 1. Introduction:

Achievement motivation means “the individual’s ability to achieve things that others see as difficult, to control the physical and social environment, to control thoughts, to handle them well and to organize them, to perform quickly, to be independent, to overcome obstacles, to achieve standards of excellence, to excel oneself, to compete with others, to be superior to them, and to be proud of themselves” and appreciation for the successful exercise of ability (Abdel Aziz, 1994).

Achievement motivation is the drive that is seen in individuals to upscale and master difficult tasks, powered by the expectation of finding satisfaction and contentment in one's achievements. In the realm of education, that typically involves the pursuit of excellence, where people strive to achieve high standards and go beyond their limits to attain academic success and personal growth.

So, achievement motivation can also be defined as the will to accomplish, that motivates individuals to engage in tasks with a sense of purpose and commitment. To fully understand achievement motivation, it's essential to decipher the underlying achievement motive, including its nature, main characteristics, and how they influence engagement and performance. By studying the concept of achievement motive in depth, we can gain a better understanding of what drives students to strive for excellence and achieve their goals.

Type of management refers to private and government schools and the study compares the achievement motivation between students of private schools and government schools. The study will also involve a comparison between boys and girls between the ages 14 to 17. For the purpose of this study high school students are students from grade 9 to grade 12. Students from 2 government schools and two private schools will be considered. The schools will be from both urban and rural areas.

## 2. Factors influencing Achievement Motivation

- **Intrinsic Motivation:** Students who are motivated by a genuine interest in learning and a desire to master new skills tend to have higher achievement motivation.
- **Extrinsic Motivation:** External factors such as incentives, rewards, recognition, and parental pressure, peer pressure can also influence achievement motivation.
- **Self-Efficacy:** Students' beliefs about their own ability to succeed in academic tasks can significantly impact their motivation to achieve.
- **Goal-Setting:** Setting specific, achievable, time bound and challenging goals can enhance achievement motivation.
- **Supportive Environment:** A healthy, supportive learning environment at home and at school including positive relationships with teachers and peers, can foster achievement motivation.

## 3. Review of literature:

Ghulam Sarwer, Aman Azeem and Shamsher Alam (2024) initiated the study of the level of achievement motivation of secondary school students with regard to certain demographic variables. Results of the study has shown that an average secondary school student has low level of achievement motivation. With regard to demographic variables, it is found that gender does not possess a significant difference, whereas a significant difference has been found in achievement motivation of secondary school students with regards to their place of living and the type of school in which they are studying

Jadav (2023) had studied the achievement motivation of higher secondary school students with reference to gender and locality. The result showed that the boys of higher secondary school students have high achievement motivation than girls in higher secondary school. There is no significant difference in the mean score of achievement motivation among the higher secondary school students of urban area and rural area. It was found that there was no significant difference in the interactive effect of the mean scores of achievement motivation with regards to gender and residential area.

Makki Babiker Saeed Diwa and Ali Rizk Ali Hamouda (2022) examined the level of achievement motivation among secondary school students in light of several variables. The study followed the descriptive approach, and the study used the psychological and social adjustment scale and the achievement motivation scale as study tools. The study reached several results, namely: the level of achievement motivation among secondary school students in Gaza is characterized to be high.

Muthaiyan (2021) concluded that the rural residential high school students' achievement motivation mean scores are higher than the urban resident high school students. The joint family high school student's achievement motivation mean score is higher than high school students from nuclear families. The educational administrators, educators, teachers, and parents should concentrate on improving the high school students' achievement motivation for their school scholastic success and success in their lives.

Sheba Shukla (2019) investigated the impact of gender and mothers' status and educational stream of higher secondary school students on achievement motivation. The findings of the study revealed that gender and educational streams affect the achievement motivation of school students at that level. However, mothers' status does not differ significantly to the achievement motivation of school students. Significant effects on the achievement motivation of school students were found between gender and stream, mothers' status and stream, and among gender and mothers' status.. Whereas an insignificant interaction effect on achievement motivation of school students was observed between gender and mothers' status.

Sarangi (2015) studied the effect of achievement motivation on the academic achievement of high school students of tribal and non-tribal communities with regard to their sex and locale. It was found that there was no significant difference between tribal-/non tribal and boy/girl students, but urban students have shown higher achievement motivation than the rural students. In case of the relationship between achievement motivation and academic achievement, it was observed that there was no significant relation between achievement motivation and academic achievement of tribal boys and rural students, but there was a significant relationship between the achievement motivation and academic achievement of non-tribal girls and urban students.

## 4. The Rationale of the Study:

Achievement motivation plays a vital role in determining the academic success and overall well-being of high school students. However, many students struggle with low motivation, resulting in poor academic performance, high dropout rates, and limited future opportunities. By understanding the factors that influence achievement motivation and identifying effective strategies to enhance it, educators and policymakers can develop targeted interventions and programs that foster a growth mindset, promote self-efficacy, and support students in reaching their full potential, ultimately leading to improved academic outcomes, increased engagement, and better mental health.

## 5. Objective:

1. To assess the impact of gender, type of management and locality on achievement motivation among high school students.
2. To apply and assess the impact of strategies to improve achievement motivation.

## 6. Hypotheses:

1. There would be significant impact of gender on achievement motivation among high school students.
2. There would be significant impact of type of management on achievement motivation among high school students.
3. There would be significant impact of locality on achievement motivation among high school students.

## 7. Methodology:

### Research Design:

The scale designed by Pratibha Deo and Asha Mohan was used for the present study to assess achievement motivation. This consists of 50 items. Five alternative responses have been given to each statement i.e., always, frequently etc., out of these items 37 were + ve and 13 were -ve. As there are three independent variables, gender (boys & girls), type of management (government & private), and locality (rural & urban), each variable is divided into two categories, and a  $2 \times 2 \times 2$  factorial design was employed. The same scale was used before and after intervention.

### Sample population:

Sample for the present study consists of 120 high school students in Hyderabad city of Telangana State. The subjects include both boys and girls in the age group of 14-17 years selected and purposive random sampling method was used.

### Variables:

#### Independent variables

1. Gender ( Boys and girls of age 14 -17years)
2. Type of Management (Government and private)
3. Locality (urban and rural)

#### Dependent variable

1. Achievement Motivation

### Tool:

Assessment of Achievement Motivation Scale: Achievement Motivation scale developed by Pratibha Deo and Asha Mohan (1985) consists of 50 items. Each question has 5 options. The items were scored with the help of the scoring key.

## 8. Ethical considerations:

- **Informed Consent:** Consent of the participants was taken after they are fully informed about the study's purpose and procedures.
- **Confidentiality:** Data will be kept confidential to protect participants' identities.
- **Voluntary Participation:** Participants can withdraw from the study at any point without any repercussions.

## 9. Statistical Analysis:

The obtained data was subjected to statistical analysis such as Means, SDs, and Analysis of Variance (ANOVA) were used.

**Table-I: Means and SDs of Achievement Motivation scores.**

Locality		Gender			
		Male		Female	
		Type of Management		Type of Management	
		Govt	Pvt	Govt	Pvt
Rural	Mean	134.60	123.22	129.61	<b>120.3</b>
	SD	21.40	19.53	21.05	19.63
Urban	Mean	<b>153.42</b>	121.09	136.32	125.36
	SD	20.05	20.25	19.86	20.14

#### Grand Means

M=133.08)	ment: (M=138.49)	M=126.94)
M=127.90)	(M=122.50)	(M=134.05)

Results from table no-I indicate that boys studying in government schools of urban areas obtained a high score of 153.42 shows that they have high achievement motivation when compared to other groups. Girls students studying in private schools of rural areas obtained a low score of 120.30 which is low shows that they have low achievement motivation than other subjects.

In terms of comparison, boys ( $M=133.08$ ) have high achievement motivation when compared to girls ( $M=127.90$ ). Students studying in government schools ( $M=138.49$ ) have high achievement motivation than students studying in private schools ( $M=122.50$ ). Urban areas students ( $M=134.05$ ) have high achievement motivation compared to rural areas students ( $M=126.94$ ).

**Table-II: The summary of ANOVA for scores on Achievement Motivation.**

Source of variance	Sum of Source	df	MSS	F
<b>Gender (A)</b>	1221.345	1	1221.345	7.97 **
<b>Type of Management (B)</b>	958.125	1	958.125	6.25**
<b>Locality (C)</b>	876.813	1	876.813	5.73 *
<b>A X B</b>	1052.233	1	1052.233	6.21*
<b>A X C</b>	900.283	1	900.283	5.87*
<b>B X C</b>	1012.253	1	1012.253	6.60**
<b>A X B X C</b>	1102.203	1	1102.203	7.20**
<b>Within</b>	17159.52	112	153.21	-
<b>Total</b>	24282.78	119	-	-

\*\*-Significant beyond 0.01 level

\*-Significant at 0.05 level

***Hypothesis-1: There would be significant impact of gender on achievement motivation among high school students.***

It is evident from table-II that the obtained 'F' value of 7.97 which is significant beyond 0.01 level implying that gender has significant impact on achievement motivation among high school students. as 'F' value is significant, the hypothesis-1, which predicted that gender would significantly impact on achievement motivation among high school students is accepted.

The probable reason might be the notion that boys have high achievement motivation than girls is not universally supported. Research suggests that both boys and girls can exhibit high levels of achievement motivation, but their motivations and areas of interest may differ. Societal expectations, cultural norms, and educational environments can influence these differences. For instance, girls may be more motivated in subjects like language arts, while boys might excel in math and science. However, individual differences and unique experiences play a significant role in shaping achievement motivation, making it essential to consider these factors when assessing motivation levels.

***Hypothesis-2: There would be significant impact of type of management on achievement motivation among high school students.***

It is clear from table-II that the F' value of 6.25 which is significant beyond 0.01 level indicating that type of management has significant impact on achievement motivation among high school students. as 'F' value is significant, the hypothesis-2, which predicted that type of management would significantly impact on achievement motivation among high school students is accepted.

Research doesn't conclusively support the idea that students in government schools have higher achievement motivation than those in private schools. Achievement motivation can vary widely among individuals, regardless of school type. Factors like socioeconomic status, access to resources, teacher quality, and school environment can influence motivation. Some studies suggest private school students may have an edge due to better resources and more opportunities, while others argue government school students may develop stronger motivation due to overcoming challenges and limited resources. Ultimately, individual differences and school-specific factors play a significant role in determining achievement motivation.

***Hypothesis-3: There would be significant impact of locality on achievement motivation among high school students.***

It is clear from table-II that the F' value of 5.73 which is significant at 0.05 level indicating that locality has significant impact on achievement motivation among high school students. As 'F' value is significant, the hypothesis-3, which predicted that locality would significantly impact on achievement motivation among high school students is accepted.

Students from urban areas may have an advantage in achievement motivation due to better access to resources, quality education, and opportunities. Urban students are often exposed to a more competitive environment, which can foster motivation. In contrast, rural students may face challenges like limited resources, inadequate infrastructure, and fewer opportunities, potentially impacting their motivation. However, individual differences and unique circumstances play a significant role, and many rural students demonstrate high achievement motivation despite challenges. Socio-economic factors, rather than urban or rural location alone, can also influence motivation levels.

Table-II data reveals that the 'F' value of 6.21 gender and type of management (AXB), 5.87 gender and locality (AXC), 6.60 type of management and locality (BXC) are significant. The 'F' value of 7.20 gender, management and locality (AXBXC) is significant effect among three independent variables are causing the effect on achievement motivation among high school students.

## 10. Proposed Intervention:

### Strategies to enhance Achievement Motivation:

- **Provide feedback and recognition:** When regular feedback and recognition is provided it can help students stay motivated.
- **Identify distractions:** We can help them identify distractions and minimize them.
- **Encourage goal-Setting:** Students should be regularly encouraged to set relevant, specific, achievable, time bound goals.
- **Foster a supportive environment:** Creating a supportive learning environment will promote positive relationships and encourage students to take risks.
- **Develop self-efficacy:** Help students develop a growth mindset and build their self-efficacy through targeted interventions.
- **Provide opportunities for autonomy:** Provide students with opportunities to take ownership of their learning and make choices about their academic work.
- **Intrinsic motivation:** Encourage them to motivate themselves by celebrating small achievements and appreciating themselves.

## 11. Expected outcomes:

- **Better academic performance:** High achievement motivation is positively correlated to better academic performance and could lead to higher grades.
- **Increased confidence:** Achieving academic success can boost students' confidence and self-esteem.
- **Increased productivity:** Achievement motivation can increase productivity and a sense of satisfaction among students.
- **Improved Engagement:** Students with high achievement motivation tend to be more engaged and motivated in their academic work.
- **Better career opportunities:** High achievement motivation can lead to better career opportunities and higher earning potential.
- **Innovation and creativity:** When students are motivated by achievement, it helps them think out of the box and come up with new creative and innovative ideas.

## 12. Conclusions:

- Boys have high achievement motivation than girls.
- Students studying in government schools have high achievement motivation than private school students.
- Urban areas students have high achievement motivation than rural areas students.

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