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## STUDY OF ACHIEVEMENT MOTIVATION IN ADOLESCENCE



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### ABSTRACT

This research objective is to examine the achievement motivation among boys and girls. And another objective is to examine the achievement motivation among rural and urban students. Two hundred college students are selected for the study. Out of sample one hundred rural students and one hundred urban students are selected. Purposive sampling method used for the selection of the sample. Sample age range between 14 to 17 years. Achievement Motivation Scale: Pratibha Deo and Asha Mohan is used. No significance difference among rural boys and rural girls on achievement motivation. Results as, No significance difference among urban boys and urban girls on achievement motivation. There is significance difference among rural and urban students in term of their achievement motivation. Urban students have high achievement motivation than rural students. There is significance difference among rural boys and urban boys in term of their achievement motivation. Urban boys have high achievement motivation than rural boys. There is significance difference among rural girls and urban girls in term of their achievement motivation. Urban girls have high achievement motivation than rural girls.

**KEYWORDS :** *adolescence, Achievement motivation, rural students, urban students.*



### INTRODUCTION :

Adolescents are the two-third of India's Population. This age group has special needs. Adolescence is frequently characterized by a transformation of an adolescent undertaking of the world, the rational direction towards a life course, and the active seeking of new ideas rather than the questioning acceptance of adult authority. Adolescence is inherently a time of disturbance and psychological confusion. Adolescents pay close attention and give more time and effort to their appearance as their body goes through

changes. The lifestyle of adolescents in a given culture is profoundly shaped by the roles and responsibilities he or she is expected to assume. The extent to which an adolescent is expected to share family responsibilities is one large determining factor in normative adolescence behavior. Adolescence is characterized by a strong tendency to experiment with risk behavior. The desire for novelty and the courage for experiment are much greater in adolescence than in later life. The

adolescence period is characterized by its physical and psychological changes in the individual, together with increasing demands and influence of peers, school and wider society. It is well documented that behaviors during this period influence health in adulthood.

### ACHIEVEMENT MOTIVATION

Achievement motivation is in connection with evaluated performance in which competition with a standard of excellence was paramount. (McClelland, Atkinson, Clark, & Lowell, 1953, pp.76-77) Intentional actions are usually considered the prototype of all acts of will. Theoretically, a complete intentional action is conceived of as follows: Its first phase is a motivation process, either a brief or a protracted vigorous struggle of motives: a second phase is an act of choice, decision, or intention, terminating this struggle the third phase is the consummator intentional action itself, following either. Immediately or after interval short or long. (Lewin, 1926, reprinted in 1999, p-83)

Achievement motivation can, therefore, be defined as the striving to increase or to keep as high as possible, one's own capabilities in all activities in which a standard of excellence is thought to apply and where the execution of such activities can, therefore either succeed or fail.

Need for achievement refers to an individual's desire for significant accomplishment, mastering of skills, control, or high standards. 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 and the pressure exerted by the expectations of others. Measured by thematic appreciation tests, need activities important to him or her.

Achievement motivation seems to vary from person to person. Some people have high achievement motivations in school, while others in bowling, while others in nothing at all. What makes us strive for that goal—well one easy way to think about it is through extrinsic and intrinsic motivators. Achievement motivation typically refers to the level of one's motivation to engage in achievement behaviors, based on the interaction of such parameters as need for achievement, expectancy of success, and the incentive value of success. Our construct of motivational orientation refers to the type of motivational stance which the child adopts toward classroom learning. Thus, one may engage in schoolwork for intrinsic reasons, because work is challenging, enjoyable, and piques one's curiosity, or alternatively, one may engage in schoolwork for extrinsic reasons, either to obtain external approval or because the educational system requires it.

### TITLE OF THE STUDY

Study of Achievement Motivation in Adolescence

### STATEMENT OF PROBLEM

To study the Achievement motivation in adolescence boys and girls

### OBJECTIVES OF THE STUDY

1. To study the achievement motivation among rural boys and rural girls.
2. To study the achievement motivation among urban boys and urban girls.
3. To study the achievement motivation among urban and rural students.
4. To study the achievement motivation among rural boys and urban boys.
5. To study the achievement motivation among rural girls and urban girls.

## HYPOTHESES OF THE STUDY

1. There is no significance difference among rural boys and rural girls on achievement motivation.
2. There is no significance difference among urban boys and urban girls on achievement motivation.
3. There is no significance difference among rural and urban students in term of their achievement motivation.
4. There is no significance difference among rural boys and urban boys in term of their achievement motivation.
5. There is no significance difference among rural girls and urban girls in term of their achievement motivation.

## VARIABLES OF THE STUDY

In the research, boys and girls and rural and urban are independent variables and level of the Achievement Motivation is dependent variable.

## SELECTION OF SAMPLE

In the present study, researcher has the 200 sample of adolescence boys and girls by purposive sampling method. Out of sample one hundred samples is rural area and one hundred samples is urban area. Adolescence in the age group of 14 to 17 years in the Barshi city.

## Tools

**1) Achievement Motivation Scale:** Pratibha Deo and Asha Mohan. This scale of 50 items as suggested by Mecelland and Atkinson. This scale standardized on 13 to 20 years age range.

## Interpretation Data

Researcher has used mean, SD, and t for interpretation of data.

**Table-1: Significance difference between rural boys and girls on Achievement Motivation.**

Variable	Group	Mean	SD	N	t	P
Achievement Motivation	Rural Boys	27.32	3.22	100	0.15	N 0.05
	Rural Girls	27.20	4.63			

Above table no. 1. Showing that the rural boys mean score is 27.32, SD is 3.22 and rural girls mean score is 27.20, SD is 4.63 on achievement motivation. 't' value is 0.15. Which is not significant on 0.05 level. So, hypothesis no.1 is accepted.

**Table-2: Significance difference between urban boys and girls on Achievement Motivation.**

Variable	Group	Mean	SD	N	t	P
Achievement Motivation	Urban Boys	31.66	5.13	100	0.28	N 0.05
	Urban Girls	31.94	4.72			

Above table no. 2. Observe that the urban boys mean score is 31.66, SD is 5.13 and urban girls mean score is 31.94, SD is 4.72 on achievement motivation. 't' value is 0.28. Which is not significant on 0.05 levels? So, hypothesis no.2 is accepted.

**Table-3: Significance difference between rural and urban students on Achievement Motivation.**

Variable	Group	Mean	SD	N	t	P
Achievement Motivation	Rural students	27.46	3.34	200	7.35	Sig. 0.01
	Urban students	31.83	4.92			

Above table no. 3. Showing that the rural students mean score is 27.46, SD is 3.34 and urban students mean score is 31.83, SD is 4.92 on achievement motivation. 't' value is 7.35. Which is significant on 0.01 levels? So, urban students have high achievement motivation than rural students. Hypothesis no.3 is rejected.

**Table-4: Significance difference between rural boys and urban boys on Achievement Motivation.**

Variable	Group	Mean	SD	N	t	P
Achievement Motivation	Rural Boys	27.32	3.22	100	5.07	Sig. 0.01
	Urban Boys	31.66	5.13			

Above table no. 4. Observe red that the rural boys mean score is 27.32, SD is 3.22 and urban boys mean score is 31.66, SD is 5.13 on achievement motivation. 't' value is 5.07. Which is significant on 0.01 levels. So, Urban boys have high achievement motivation than rural boys. Thus, hypothesis no.4 is rejected.

**Table-5: Significance difference between urban girls and urban girls on Achievement Motivation.**

Variable	Group	Mean	SD	N	t	P
Achievement Motivation	Rural Girls	27.20	4.63	100	5.07	Sig. 0.01
	Urban Girls	31.94	4.72			

Above table no. 5. Observe red that the rural boy's girls mean score is 27.20, SD is 4.63 and urban girls mean score is 31.94; SD is 4.72 on achievement motivation. 't' value is 5.07. This is significant on 0.01 levels. So, urban girls have high achievement motivation than rural girls. Thus, hypothesis no.5 is rejected.

- 1.No significance difference among rural boys and rural girls on achievement motivation.
- 2.No significance difference among urban boys and urban girls on achievement motivation.
- 3.There is significance difference among rural and urban students in term of their achievement motivation. Urban students have high achievement motivation than rural students.
- 4.There is significance difference among rural boys and urban boys in term of their achievement motivation. Urban boys have high achievement motivation than rural boys.
- 5.There is significance difference among rural girls and urban girls in term of their achievement motivation. Urban girls have high achievement motivation than rural girls.

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