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“A STUDY ON ACHIEVEMENT MOTIVATION AMONG THE HIGH SCHOOL STUDENTS”



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ABSTRACT

Motivation plays a vital role in the field of education. Motivation is a condition of need or desire within the individual; it is an internal state that activates and directs behaviour. The study aimed to find out the achievement motivation among the high school students. The investigators adopted survey method for data collection. 650 high school students were selected as population. The investigator used statistics like Mean, Standard Deviation, ‘t’ test, ANOVA and correlation for the present study. . The finding of the study indicate that the factors namely locality of the school, family type and study habit influence the Achievement Motivation of the student to a larger extent among the variable selected.

KEYWORDS :Motivation, Achievement Motivation, High School Students.

INTRODUCTION :

Due to interest the students concentrate their attention on studies. If an interest is created for a particular subject in the child, then he/she shall learn it easily and quickly. Through motivation development of the character and



the personality of the child is also possible. Usually the motivated individual is seeking to achieve some goal and for this reason factors in the external environment are also involved. There has been extensive physiological research into natural mechanisms involved in motivated state such as hunger, thirst, the need for sex, exploration of novelty and so on. In addition much research has emphasized the social aspects of motivation, the need for positive regard for from others or the way that specific forms of behaviour may occur as a result of the need to communicate or interact in meaningful ways with other people.

NEED AND SIGNIFICANCE OF THE STUDY

Achievement Motivation plays the crucial role in every individual's life. That is the reason the theory of Achievement Motivation has drawn the attention of not only psychologists, educators but even sociologists and economists. David C. M McClelland of Harvard University, who proposed the theory of Achievement Motivation holds the view that the psychologists study of the individual and the nation can contribute a great deal to understand the critical problem of economic disparity among the nations and states of a nation. According to him the difference in the strength of motivation to achieve among human being is the cause of difference in the economic growth of nations.

From the thorough review of the general literature and research studies related to motivation particularly Achievement Motivation, the investigator became interested to take up a study relating to this theme namely Achievement Motivation, that too taking students of standard X as the sample because, the findings may help in knowing and understanding the levels of their Achievement Motivation and reasons for difference among different groups.

STATEMENT OF THE PROBLEM

The problem selected for the study is as follows: “A Study on Achievement Motivation among the high school Students.”

REVIEW OF LITERATURE

Dr. B. Ellakkakumar & N. Elanakathirselver (2001) studied on “Achievement Motivation of higher secondary students and their achievement in Physics”. The study had revealed that achievement related to motivation and achievement marks in Physics were positively related in all the sub samples, but task related motivation and unrelated motivation were negatively in all sub samples.

M. Manille Kalai, M. Selvam and B. William Dharma Raja (2005) studied on “Effect of Achievement Motivation on scholastic Achievement Among the +2 Girls”. National Policy on Education envisage education as a strategy to achieve a basic change in women studies and empowerment of girls. A thrust on a achievement motivation to excel in scholastic achievement is needed for girls of higher secondary stage, as it is a turning for their future life. The findings exhibited a positive relationship between achievement motivation and scholastic achievement. It is concluded that suitable instructional designs and process of education will motivate the girls for their self-upliftment with excellence.

Tony Cassidy (2000)'s social background, achievement motivation, optimism and health: a longitudinal study was carried out for 4 years. In this study the relationship between home background, achievement motivation, optimism, psychological well-being and self-rated health was investigated. The data produced shows that the home background variables of socio – economic status, family size & parental employment predict psychological well being; self rated health, achievement motivation & optimism at subsequent stages. Achievement motivation optimism play a mediating role between home background & psychological well-being. Furthermore achievement motivation appears to only take on an important role in terms of the development of identity.

HYPOTHESES OF THE STUDY

1. There is no significant difference between Male and Female students in mean scores on Achievement Motivation at standard X.
2. There is no significant difference between the students from Joint family and Nucleus family in mean scores on Achievement Motivation.

3. There is no significant difference between the students of Rural and Urban schools in mean scores on Achievement Motivation at standard X.
4. There is no significant difference between the students those who are studying at regular time and those who are studying at the time of examination in mean scores on the Achievement Motivation.
5. There is no significant difference between the student’s parents who are self-employees and whose parents are Government employees in mean scores on the Achievement Motivation.
6. There is no significant difference among the students in mean scores on Achievement Motivation with regard to Government schools, Aided Schools and self-financing schools.
7. There is no significant difference in mean scores on Achievement Motivation among the students with regard to their parental educational qualification viz; School education, College education and Illiterate.
8. There is no significant correlation between Academic Achievement mean score and achievement score and Achievement Motivation mean score.

METHODOLOGY

The present investigation adopted the descriptive survey method.

SAMPLING DESIGN

The investigator has taken all X standard students studying in different types of schools as population for this study. Among the X standard students samples of 650 students were selected from 16 schools in and around Trichy. 8 schools from urban area and 8 schools from rural area were selected. Among 16 schools selected Government manages 8 schools, private manages 4 schools and aided management 4 schools.

INDEPENDENT VARIABLE

The dependent variables are the conditions or characteristics that appear, disappear or changes independent variables. The independent variables used in the study are as follows

1. Achievement Motivation
2. Academic Achievement

DEPENDANT VARIABLES (Demographical Variables)

The dependent variables used in the study are as follows.

1. Locality of the school
2. Gender
3. Family type
4. Study habit
5. Parental Occupation
6. Parental Educational level
7. Type of School

TOOL USED FOR THE STUDY

Deo-Mohan Achievement Motivation scale has been used in the present investigation. It was constructed by Dr. Pratipha Deo and Asha Mohan. It is a standardized tool.

DESCRIPTION OF THE TOOL

Deo-Mohan Achievement Motivation scale consists of 50 items. Each item is provided with five alternatives; namely-always, frequently sometimes rarely and never. Out of the 50 items, 37 are positive and the other 13 are negative.

STATISTICAL TECHNIQUES USED

Mean, Standard Deviation, ‘t’ test, ANOVA and Correlation were calculated for the present study.

DELIMITATIONS OF THE STUDY

1. Within the limited time available, it is not possible to conduct the study in large area. Hence the investigator has restricted the field of research study in Trichy Educational District.
2. The number of students studying in schools in Trichy Educational District is very large, therefore the investigator has planned to select 650 students studying in x standard from 16 schools.
3. The investigator confined to conduct achievement test. So, the investigator measured the academic achievement of students by collecting the marks from their respective schools.

ANALYSIS AND RESULTS

DIFFERENTIAL STUDY

Testing of Null Hypothesis: 1

There is no significant difference between Male and Female students in mean scores on Achievement Motivation score at standard X.

Table: 1

Table 2: Mean, SDs of Achievement Motivation scores of Male and Female students.

Variable	N	Mean	S. D	Df	‘t’ value	Significance Level 0.05
Male	345	129.8	17.707	648	0.99	P<0.05
Female	305	131.17	17.325			

From the above table it is found that the calculated ‘t’ value (0.99) is less than the table value (1.96). Hence null hypothesis is accepted at 0.05 levels. So there is no significant difference between the Male and Female students in mean scores on Achievement Motivation at standard X.

Testing of Null Hypothesis: 2

There is no significant difference between the students of Joint family and Nuclear family in mean scores on Achievement Motivation.

Table: 2

Table 3: Mean, SDs of Achievement Motivation scores of students from Joint family and Nuclear family.

Variable	N	Mean	S. D	Df	't' value	Significance Level 0.05
Joint family	106	157.25	9.216	648	23.334	P>0.05
Nucleus family	544	125.22	13.533			

From the above table it is found that the calculated 't' value (23.334) is greater than the table value (1.96). Hence the null hypothesis is rejected at 0.05 levels. So there is significant difference between the students from Joint family and Nuclear family in mean scores on Achievement Motivation.

Testing of Null Hypothesis: 3

There is no significant difference between the students of Rural and Urban schools in mean scores on Achievement Motivation at standard X.

Table: 3

Table 1: Mean, SDs of Achievement Motivation scores of Rural and Urban school students.

Variable	N	Mean	S. D	Df	't' value	Significance Level 0.05
Rural	368	128.68	17.724	648	2.952	P>0.05
Urban	282	132.75	17.024			

From the above table it is found that the calculated 't' value (2.952) is greater than the table value (1.96). Hence the null hypothesis is rejected at 0.05 levels. So there is significant difference between the students of Rural and Urban schools in mean scores on Achievement Motivation at standard X.

Testing of Null Hypothesis: 4

There is no significant difference between the students those who study at Regular time and those who study at the time of Examination in mean scores on Achievement Motivation.

Table: 4

Table 4: Mean, SDs of Achievement Motivation of the students those who study at Regular time and those who study at the time of Examination.

Variable	N	Mean	S. D	Df	't' value	Significance Level 0.05
Study at regular time	298	143.71	11.416	648	24.732	P>0.05
Study at the time of examination	352	119.21	13.490			

From the above table it is found that the calculated ‘t’ value (24.732) is greater than the table value (1.96). Hence the null hypothesis is rejected at 0.05 levels. So there is significant difference between the students those who study at Regular time and those who study at the time of Examination in mean scores on Achievement Motivation at standard X.

TESTING OF NULL HYPOTHESIS: 5

There is no significant difference between the students, whose parents are Self-employees and whose the parents are Government employees in mean scores on Achievement Motivation.

Table: 5

Table 5: Mean, SDs of Achievement Motivation scores of the students whose parents are Self-employees and whose parents are Government employees

Variable	N	Mean	S. D	Df	‘t’ value	Significance Level 0.05
Self Employees	441	130.64	16.863	648	0.415	P<0.05
Government Employees	209	130.03	18.891			

From the above table it is found that the calculated ‘t’ value (0.415) is less than the table value (1.96). Hence the null hypothesis is accepted at 0.05 levels. So there is no significant difference between the students whose parents are self-employees and whose parents are Government employees in mean scores on Achievement Motivation.

Analysis of Variance (ANOVA)

The techniques used for the purpose of analyzing more than two samples in Analysis of Variance (ANOVA). It is a very useful practical method of testing the significance among three sub-groups.

Testing of Null Hypothesis: 6

There is no significant difference among the students in mean scores on Achievement Motivation with regard to Government schools, Aided schools and self financing schools.

Table: 6

Table 6: Analysis of variance among the students in Achievement Motivation score with regard to Government schools, Aided schools and Self-financing schools.

Sources of Variance	Sum of Squares	Df	Mean Square	‘F’ value	Significance Level 0.05
Between Group	1036.81	2	518.409	1.691	P<0.05
Within Group	198371.58	647	306.602		
Total	199408.39	649			

From the above table it is found that the calculated ‘F’ value (1.691) is less than the table value

(3.00). Hence the null hypothesis is accepted at 0.05 levels. So there is no significant difference among the students in mean scores on Achievement Motivation with regard to Government schools, Aided schools and self financing schools.

Testing of Null Hypothesis: 7

There is no significant difference in mean scores on Achievement Motivation among the students with regard to their parental educational qualification viz., School education, College education and Illiterate.

Table: 7

Table 7: Analysis of variance among the students in Achievement Motivation score with regard to their parental educational qualification viz., School education, College education and Illiterate.

Sources of Variance	Sum of Squares	df	Mean Square	'F' value	Significance Level 0.05
Between Group	1717.840	2	858.920	2.811	P<0.05
Within Group	197690.55	647	305.550		
Total	199408.39	649			

From the above table it is found that the calculated 'F' value (2.811) is less than the table value (3.00). Hence the null hypothesis is accepted at 0.05 levels. So there is no significant difference in mean scores on Achievement Motivation among the students with regard to their parental educational qualification viz., School education, College education and Illiterate.

TESTING OF NULL HYPOTHESIS: 8

There is no significant correlation between academic achievement mean score and Achievement Motivation mean score of students of standard X.

Table: 8

Table 8: Correlation between Academic Achievement mean score and Achievement Motivation mean score.

Variable	N	df	'r' Value	Significance level 0.01
Academic achievement score	650	648	0.500	p > 0.01
Achievement Motivation score	650			

From the above table it is found that the calculated 'r' value (0.500) is greater than the table value (0.081). Hence null hypothesis is rejected at 0.01 levels. So there is significant correlation between Academic Achievement mean score and Achievement Motivation mean score of students of standard X.

FINDINGS OF THE STUDY

The findings of the study are as follows

1. There is no significant difference between Male and Female student in mean scores on Achievement Motivation at Standard X.
2. There is significant difference between the student from Joint family and Nuclear family in mean scores on the Achievement Motivation.
3. There is significant difference between the students of Rural and Urban schools in mean scores on Achievement Motivation at Standard X.
4. There is significant difference between the students those who study at Regular time and those who study at the time of Examination in mean scores on the Achievement Motivation.
5. There is no significant difference between the students whose parents Self-employees and whose parents are Government employees in mean scores on the Achievement Motivation.
6. There is no significant difference among the student in mean scores on Achievement Motivation with regard to Government Schools, Aided School and Self-financing School.
7. There is no significant difference in mean scores on Achievement Motivation among the student with regard to their parental education qualification via, School Education, College Education And Illiterate.
8. There is significant correlation between Academic Achievement mean score and Achievement Motivation mean score.

CONCLUSION

Every educationist needs to be concerned about Achievement Motivation. Students need Achievement Motivation is to learn. Teachers exhibit Achievement Motivation at different time, in different degrees, in different ways and in different contexts. The finding of the study indicate that the factors namely locality of the school, family type and study habit influence the Achievement Motivation of the student to a larger extent among the variable selected. The school administrators and teachers has to discover & nurture Achievement Motivation among all the different individuals involved in the educational process. Achievement Motivation must be rewarded increased and sustained at all level.

RECOMMENDATIONS FOR ENHANCING ACHIEVEMENT MOTIVATION AMONG SCHOOL STUDENTS

The children normally enter school at the age of 5 years. Before coming to school, the child has gathered many experience which become in integral part of his personality and form his attitude towards life but even the school can help a lot to sharpen already acquired experiences and develop position attitude in children .The teacher can apply a very crucial role in the development of achievement motivation by the following methods.

1. The teacher should make clear the importance of Achievement Motivation in life by means of telling the stories of great men and their achievement from all walks of life. When the students are convinced in advance to believe that they would or should develop achievement motive, the effect of the teacher will succeed.
2. The teacher should provide a proper environment in the class and outside class. The teacher's attitude and enthusiasm will create better environment for achievement motive in children.
3. The teacher will succeed in his/her attempt if he convinces the student that developing a new motive is realistic and reasonable.
4. The teacher should relate the motive with future life of the student and assign independent responsibility to them.

“A STUDY ON ACHIEVEMENT MOTIVATION AMONG THE HIGH SCHOOL STUDENTS”

- 5.The teacher should make clear to the student that the motive will improve their self-image.
- 6.The teacher should emphasize upon the fact that new motive is an improvement on prevailing cultural values.
- 7.The teacher should make student committed to achieving concrete goals in life related to the newly development motive.
- 8.The teacher should ask the student to keep the record of their progress towards their goals.
- 9.Self-study should be emphasized among the learners.
- 10.The teacher should make an effort to develop conducive social climate in the class. So that every individual should feel that he belongs to a group.

SUGGESTION FOR FURTHER RESEARCH

Further research studies may be carried out on the following lines:

- 1.The study may be extended to the students of standard X of different region / states / district.
- 2.The study may be carried out by taking samples of different age group, educational levels, ethnic groups etc.
- 3.In future the study may conducted on the variables like school environment, teaching strategies, teacher-pupil relationship
- 4.A comparative study between Government Private and Aided schools with respect to their Achievement Motivation, interest, anxiety, intelligence can be done.
- 5.A study on Achievement Motivation in relation to certain psychological factor viz., intrinsic /extrinsic, under achievement, disability, self-concept etc can be carried out.

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