

ACHIEVEMENT MOTIVATION OF THE HIGH SCHOOL STUDENTS: A CASESTUDY AMONG DIFFERENT COMMUNITIES OF GOALPARA DISTRICT OF PUNJAB

Dr. Sandeep Kaur

Assistant Professor, Faculty of Education

ABSTRACT

Achievement Motivation is a consistent striving force of an individual to achieve success to certain standard of excellence in competing situation. In this study an attempt was made to study the effect of achievement-motivation on the academic achievement of the high school students of tribal and non tribal communities in relation to their sex and locale. For this purpose a sample of 200 students, studying in class IX of ten government high schools of Goalpara District of Assam was selected. They were administered the measures of Achievement Motivation Scale by Gopal Rao. 't' test and co-efficient of correlation (r) was applied to study the significance of difference between means and significant relation between achievement motivation-academic achievement respectively. It was found that there was no significant difference between tribal- non tribal and boy - girl students but urban students have shown high achievement motivation than the rural students. In case of relationship between achievement motivation and academic achievement it was observed that there was no significant relation between achievement motivation and academic achievement of tribal, boy and rural students but there was a significant relationship between the achievement motivation and academic achievement of nontribal, girl and urban students.

In this modern age achievement is considered to be a key factor for personal and social progress. The whole system of education revolves round academic achievements of students in the school. Children do not find any interest in learning school subjects. The school learning of a child depends on various physiological, psychological, socio-cultural and economic factors. Individual differences result in diversity among students in their academic achievement and studies have shown general mental ability as a major factor in determining achievement (Patel, 1988 and Khader, 1992). But apart from the general mental ability other factors such as personality traits like interest, achievement-motivation etc. are also the determinants of education. Motivation is always considered as a central fac-

tor in academic achievement. Achievement is a task oriented behaviour that allows the individual's performance to be evaluated according to some internally or externally imposed criterion that involves the individual in competing with others or with some standard of excellence. (Smith, 1969).

Achievement motivation is a primary condition to achieve something. It is a strong motive characterized by ambition, high level of energy, strong desire for independence. It is a stable learned characteristics in which satisfaction comes from striving for and achieving a level of excellence. Achievement Motivation is a drive to excel in learning tasks combined with capacity to experience tried in accomplishment, Eggen Manchak, (1994). The concept of Achievement Motivation was first popularized by Murray (1938). Later David McClelland and Atkinson concentrated on the study of achievement motivation. People who strove for excellence in a field for the sake of achieving and not for some reward are considered to have a high need for achievement. This need has been labeled as n-achievement for convenience. So the need for achievement or n-Ach was defined as the desire or tendency to do things rapidly and to accomplish something difficult to master, manipulate, organize physical objects, human beings or ideas. This is to do things rapidly and independently as possible to overcome obstacles and obtain a high standard to excel oneself to rival and surpass others and to increase self-regard by the successful exercise of talents (Murray, 1938).

The theory of achievement motivation is concerned with the interaction of personality and the immediate environment as a contemporary determinant of aspiration, efforts and persistence when an individual expects that performance will be evaluated as success or failure in relation to some standard of excellence.

McClelland (1966) has rightly said, if in a given country the students in the schools or universities have concern for excellence, that country will show a considerable amount of progress. So the progress of a country depends upon its youth /students and, to a great extent, depends upon their academic attainment. Since Ey-

senek (1953), research works have been reported on human motivation or achievement motivation and its concomitant effect upon classroom learning. The prediction of relationship between academic achievement and achievement motivation has been the primary objective of many investigators. From those studies the findings on n-Ach and its relationship with academic achievement are available. Meheta (1969), Dutt and Subhramal (1971), Pathak (1974), Christian (1977), Nair (1984), Geetha (1985), Busato et al. (2000), Panda and Jena (2000), Krishnamurthy (2001), Bross and (2002), Kour (2004), Tseng (2004), Bansa et al. (2006), Tan et al. (2007), Umadevi (2009), Yusuf (2011) etc. have shown the positive and significant relationship between n-Ach and school performance while Bhatnagar (1969), Sinha (1970), Walaytiram (1974), Shesadri (1980), Reddy (1990), Singh and Parminder (2005), Wang and Xing (2009) etc. have reported no significant relationship between two variables.

It is important both for parents and educators to understand why promoting and encouraging achievement motivation from an early age is imperative. It is a consistent striving force of an individual to achieve success to certain standard of excellence in the competing situation. The students form self concept, values and beliefs about their abilities at a young age at school. The development of early academic achievement motivation has significant implications for later academic careers. A great deal of research has found that students with high achievement motivation are more likely to have increased levels of academic achievement and have lower drop out rates (1997).

So, the investigator feels that a rise in goal achievement motivation of the high school students may go a long way in enhancing the academic achievement. That is why, the present study endeavoured to examine the achievement motivation of tribal and non-tribal students.

Further, works on achievement motivation and its relationship with school achievement are very scarce particularly in North-Eastern States. Except a few studies e.g. by Gokulnathan (1971), Deka (1992) etc. no other significant study is reported from this region.

Objectives of the study:

1. To find out the levels of achievement motivation of high school students in relation to their community, sex and locale.
2. To find out if there is any significant difference in the achievement motivation of students belonging to two different communities (i.e. tribal and non-tribal)

of Goalpara district.

3. To find out if there is any significant difference in the achievement motivation of the students in respect to their sex and locale.
4. To find out the nature of relationship existing between achievement motivation of high school pupils and their corresponding academic achievement.

Hypotheses of the study:

Ho1. There is no significant difference in the achievement motivation of high school students belonging to two different communities.

Ho2. There is no significant difference between the achievement motivation of male and female students.

Ho3. There is no significant difference in achievement motivation of high school students belonging to rural and urban areas.

Ho4. There is no significant relationship between the Academic achievement and the achievement Motivation of the high school students on the basis of community, locale and sex.

Research Methodology:

This research was done on the basis of Descriptive Survey Method.

Sample:

The study was conducted with a sample of 200 students of class IX selected from 10 govt. high schools of Goalpara district of Assam through Stratified Random Sampling Technique. Stratification was done on the basis of community, sex and locality. It consists of two categories of students: the students belonging to the tribal community which includes Rabha, Hajong, Bodo, Kachari tribes and the other category of the students belong to non-tribal community which includes all the general castes of Hindu and Muslim, Scheduled Caste, O.B.C. etc. Both boys and girls of rural and urban schools were considered.

Tools Used:

Gopal Rao's Achievement Motivation Scale (1974) was used as a measuring tool.

The test consists of 25 incomplete sentences. To complete each of which two alternatives (a) and (b) were offered. Respondents were free to choose anyone of the alternatives which suit their taste, opinion etc., though both the alternatives were achievement motivation oriented and socially accepted yet one of them implies a higher sense of achievement and excellence. Half an hour was given for answering.

The scoring was conducted on the basis of the Scoring Manual of GopalRao's Achievement Motivation Scale. The marks obtained by various categories of students of class IX in their Annual examination were taken as index of their Academic Achievement.

Statistical Techniques Used:

The investigator used the statistical techniques like Mean, SD, t-test and correlation analysis.

Analysis and Interpretations:

Table:1 Percentage distribution of AM Scores of Entire sample and sub-samples.

Catagories of students	Nos.	High A.M(%)	Average A.M.(%)	Low A.M.(%)
Entire	200	7	60	33
Non-tribal	140	10	60	30
Tribal	60	5	35	60
Boy	100	15	68	17
Girl	100	14	55	31
Urban	120	13	67	20
Rural	80	10	50	40

The percentage distribution of the scores presented in Table- 1 revealed that most of the groups of students have average level of AM except the students belonging to tribal group. The Table also reveals that level of AM of the male and urban students have a better in comparison to their other counterpart.

Table:2 Mean and SD of A.M. Scores of the Entire sample and sub-samples.

Sample	N	M	SD
Non-tribal	140	17.05	3.52
Tribal	60	15.63	3.69
Boy	100	17.48	3.88
Girl	100	16.73	3.73
Urban	120	17.16	3.89
Rural	80	11.87	3.49

The frequency distribution of scores AM presented in Table 2 have shown that the mean scores of non-tribal, urban and boy students were higher than the tribal, rural girl students

Table:3 Mean and SD of Academic Achievement (AA) Scores of the various Samples

Sample	N	Mean	SD
Non-tribal	140	29.96	7.23
Tribal	60	32.11	8.24
Boy	100	28.32	8.23
Girl	100	32.25	6.51
Urban	120	32.52	7.92
Rural	80	26.56	5.83

Table 3 showed that the Mean Score of the various categories of sample in A.A. were not possessing the same position as in A.M Scores. Here the tribal, girl and urban students showed better AA than their non-tribal, rural and boy counterpart.

Table:4 Significance of the difference between Means of the Achievement Motivation Scores of the various samples:

Sample	N	M	SD	t value	Significant at 0.01 Level
Non-tribal	140	17.05	3.52	2.31	NS
Tribal	60	15.63	3.69		
Boy	100	17.48	3.88	1.39	NS
Girl	100	16.73	3.73		
Urban	120	17.16	3.89	10.03	S
Rural	80	11.87	3.49		

Table-4 depicts that the t value 2.31 showing the mean difference in A.M. Scores between tribal and non-tribal high school students are not significant at 0.01 level. It indicates that there is no significant difference in the Achievement Motivation of tribal and non-tribal students.

Further the t value 1.39 shows the mean difference in the achievement motivation scores of boys and girls high school students is not significant at 0.01 level. This indicates that there is no significance difference in the achievement motivation of boys and girls of both the communities.

The t value of 10.03 showing the difference in the achievement motivation of rural and urban high school students differs significantly at 0.01 level. This indicates that there is significant differences in the achievement motivation of the rural and urban students of the two communities. Therefore the first and second null hypotheses of no significant difference between the groups of students formed on the basis of community and sex in respect of their AM were accepted and the third null hypothesis of no significant difference between the groups of students on the basis of locale in respect of their AM was rejected.

Table:5 Relationship between Achievement Motivation (AM) and Academic Achievement (AA) of high school students.

Sample	N	Calculate value of r	Table value of r	Significant at 0.01 level
Non-tribal	140	0.7	0.208	S
Tribal	60	-0.07	0.325	NS
Boy	100	0.11	0.254	NS
Girl	100	0.54	0.254	S
Urban	120	0.419	0.228	S
Rural	80	0.77	0.283	S

The correlation analysis in Table-5 revealed that in case of non-tribal, girl, urban and rural students groups the coefficient of correlation between AM and AA were significant at 0.01 level but in case of tribal and boy student groups the coefficient of correlation between two variables were not significant at 0.01 level. However from the result it was clear that the fourth null hypothesis of no significant relation between AM and AA of high school students of non-tribal, urban, rural and girl groups was rejected and in case of high school students of tribal and boy group the null hypothesis was retained.

Findings

1. From the above analyses the investigator found that majority of the students in various groups by and large have average Achievement Motivation but a large number of the tribal students were very low in their achievement motivation.
2. The mean AM scores indicates that in general both Tribal and Non-tribal high school students have average Achievement Motivation. When categorised it is found that Non-tribal have slightly better than their tribal counterpart. In case of boys and girls of both the communities it is found that-

3. boyshave marginallybetter AMthangirls.Further,in caseofUrbanandRuralstudentsofboththecommunities,UrbanstudentshavemuchhigherAchievement Motivation than their Rural counterparts. Thus, it is found that except Rural students ofboth the communities all other categories of sample have shown average Achievement Motivation. (Vide, table :2)
4. It is found from the present study that there is no significant difference in AM of Tribal and Non-tribal, boysand girls students. But there is a significant difference in AM of Urban and Rural students and Urban studentshavemuchhigherAMthantheirRuralcounterparts(VideTable :3).
5. In case of relationship between Achievement Motivation and Academic Achievement, it is observed from thestudy there is no significant relationship between AM and AA in case of Tribal students and boys students. Onthe other hand there is significant relationship between AM and AA in case of Non-tribal students, girl-students,rural and Urban students. Hence the study revealed that the achievement motivation enhances the academicachievementofthe students.

Implications

The present study within its limitations has implications for educational planners, administrators, teachers,parents and above all the society itself. The critical analysis shows that non-tribal students have comparativelybetter Achievement Motivation than the Tribal boys which is reflected in their Academic Achievement . Besidesother factors due to low Achievement Motivation many tribal students fail to achieve excellence in their studies. In this context various complex issues which confront the educability of the tribal students such as medium ofinstructions, curriculum, methods of teaching, procedures of evaluation and other related problems like firstgeneration learners etc., designed properly and utmost care should be taken by the concerned people to enhancetheAchievement Motivation.

Itisobviousthatthetribalstudentsandruralstudentsbeingsociallydisadvantagedanddeprivedhavesignificantly lowerAcademicAchievementcomparedtothenon-trib-

alandurbanstudents.Theirlevelofperformance is very low due to psycho- social factors. They need proper help, motivation, encouragement,guidance andremedial instruction. The proper diagnosisof their educational backwardness andcorrectivetreatment are also necessary ingredients of a sound educational programme for the deprived, tribal and ruralstudent-populationincomparisontothersociallydisadvantagedgroup.

In the present complex world a certain educational qualification does not guarantee success in life. To be asuccessful human being, everybody needs a conducive environment with a human touch for continuous growthand success. Therefore, the role of Achievement Motivation for higher Academic Achievement is not onlyessential fortribalandnon-tribalstudents,itisamust-foroneandallforeffectiveandworthyliving.

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