



Impact of Achievement Motivation on Academic Achievement on Senior Secondary School Students

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ABSTRACT

The present study is an attempt to find out the relationship and difference among male and female students in relation to their gender. For the present study, a purposive sample of 100 students of class XII studying in Rohtak city was selected. Achievement Motivation (AMT) by Dr. V.P. Bhargava was used to access the achievement motivation and Academic

achievement scores have been taken on the basis of previous class result. 't' test and Correlation tests were used to analyse the data. The findings of the study revealed that (i) Female students have more achievement motivation than male students; (ii) Female students have better academic achievement than boys and there is positive and (iii) significant correlation between achievement motivation and academic achievement of senior secondary school students.

KEYWORDS : Achievement motivation, academic achievement, male, female, secondary school students

Introduction

Motivation is the activation of goal-oriented behavior. Motivation is said to be intrinsic or extrinsic. The term is generally used for humans but, theoretically, it can also be used to describe the causes for animal behavior as well. This article refers to human motivation. According to various theories, motivation may be rooted in the basic need to minimize physical pain and maximize pleasure, or it may include specific needs such as eating and resting, or a desired object, hobby, goal, state of being, ideal, or it may be attributed to less-apparent reasons such as altruism, selfishness, morality, or avoiding mortality. Conceptually, motivation should not be confused with either volition or optimism (Arellano, Chavez, & Deffenbacher 1998). Motivation is related to, but distinct from, emotion.

Achievement motivation has been an object of considerable concern and discussion in recent years. It has great significance in understanding human behavior as well as changing it with the application of psychology in the field of education and industry. Achievement motivation is essentially a type of motivation that is personal in nature. The basis of achievement motivation is achievement motive i.e. motive to achieve. Those who engage themselves on achievement motive are said to work under the spirit of achievement motivation. In general, achievement motivation is expectancy of finding satisfaction in mastery of difficult and challenging performance whereas in the field of education, in particular, it stands for the pursuit 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. Thus, it can be said that for any human planning a study of human behavior is must. To analyze the complexity of human behaviors, 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.

Intrinsic Motivation refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure (Blyth & Foster-Clark, 1987). Intrinsic motivation has been studied by social and educational psychologists since the early 1970s. Research has found that it is usually associated with high educational achievement and enjoyment by students. Explanations of intrinsic motivation have been given in the context of Fritz Heider's attribution theory, Bandura's work on self-efficacy (Bornholt & Goodnow, 1999) and Deci and Ryan's cogni-

tive evaluation theory. Students are likely to be intrinsically motivated if they: Extrinsic motivation comes from outside of the individual. Common extrinsic motivations are rewards like money and grades, coercion and threat of punishment. Competition is in general extrinsic because it encourages the performer to win and beat others, not to enjoy the intrinsic rewards of the activity. A crowd cheering on the individual and trophies are also extrinsic incentives. Social psychological research has indicated that extrinsic rewards can lead to over justification and a subsequent reduction in intrinsic motivation. In one study demonstrating this effect, children who expected to be (and were) rewarded with a ribbon and a gold star for drawing pictures spent less time playing with the drawing materials in subsequent observations than children who were assigned to an unexpected reward condition and to children who received no extrinsic reward.

Thus, the basis of achievement motivation is achievement motive, i.e. motive to achieve. Those who engage themselves in a task account of an achievement motivation. Achievement motivation is expectancy of finding satisfaction in mastery of difficult and challenging performances where as in the field of education in particular it stands for the pursuit of excellence.

Academic Achievement

Academic achievement is the core of the entire educational growth. It is regarded as an important goal of education. Academic achievement is the outcome of the instruction provided to the children in schools which is determined by the grades, or marks secured by the students in the examination. It generally indicates the learning outcomes of pupil which requires a series of planned and organized experiences. Academic achievement is the prime and perennial responsibility of a school or any other educational institution established by the society to promote whole scholastic growth and development of a child. Academic achievement plays a very significant role in the attainment of the harmonious development of the child. The prediction of academic achievement has assumed enormous importance to its practical view. In our society, academic achievement is considered as a key criterion to judge one's total potentialities and capacities. It forms the main basis of admission and promotion in a class. It is also important for obtaining a degree or getting a job. Therefore it is more pressing for the individuals/students to have high academic achievement. For a student, value of academic achievement is important not only for higher education on one hand and finding valuable job on the other, but also for bringing personal satisfaction and social recognition. Academic achievement or academic performance is the out-

come of **education** — the extent to which a student, teacher or institution has achieved their educational goals. In 21st century the world is changing very rapidly. Every one is surviving for superiority. Today a very high academic achievement has become an important need to seek admission to good courses. This has become a fact for every student. Hence, in educational settings every student has to work hard for better prospects. In the absence of high academic achievements one has face frustration and disappointment.

REVIEW OF LITERATURE

Uwameiye, & Osho (2011) shows that attitude is capable of predicting academic achievement of students. **Gupta, Devi, & Pasrija (2011)** showed that there was significant difference in academic achievement among adolescents with high and low level of achievement motivation in relation to gender, locality and type of schools. It was found that male & female adolescents with high achievement motivation showed better academic achievement than their counterparts. **Deswal & Rani (2012)** found that male adolescents were possessing higher level of achievement motivation than female adolescents. **Sikhwari (2014)** found that there were significant correlations between motivation and academic achievement of students. It was also found that female students are significantly more motivated than their male counterparts. **Sandhu (2014)** showed significant positive relation between academic achievement and achievement motivation. **Kumari and Chamundeswari (2015)** showed a significant correlation between achievement motivation, study habits and performance of students. A significant difference is found between students in different categories of schools and gender pertaining to achievement motivation, study habits and academic achievement. **Rather (2016)** found that there is a significant mean difference between different categories of achievement motivation (high motivation, above average motivation, average motivation, below average motivation, low motivation and lowest motivation). It was found that there was much difference in academic achievement and achievement increases with the increase in achievement motivation.

Justification of the problem

Each individual is unique and each individual is born with capacities. Success depends how motivated a person is. Achievement motivation is determined by various aspects i.e. intellectual level interest, aptitude, mental and physical health personality etc. and various environmental forces i.e. social economic status, rural and urban background, family relationships type of schooling. The knowledge of the above factors may be helpful in assessment of achievement motivation. The study of achievement motivation helps to boost up the 'moral' or inner-self of a student to achieve more and more. The study will further help the adolescents in modifying themselves in the changing circumstances in school as well as achievements of the students. Hence, the present investigation intends to assess the effect of achievement motivation of adolescent on their academic achievement at senior secondary level

statement of the problem

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objectives

1. To compare achievement motivation of male and female students of senior secondary schools.
2. To compare academic achievement of male and students of senior secondary schools.
3. To find the relationship between achievement motivation and academic achievement of senior secondary school students.

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1. There is no significant difference in achievement motivation of male and female students of senior secondary schools.
2. There is no significant difference in academic achievement of male and students of senior secondary schools.
3. There is no significant relationship between achievement motivation and academic achievement of senior secondary school students.

METHOD

The study employed descriptive survey method of research.

SAMPLE

For the present study, a purposive sample of 100 students of class XII of session 2015-16 were selected from various senior secondary school in Rohtak city.

Tools used

1. Achievement Motivation Test (AMT) by Dr. V.P. Bhargava was used to access the achievement motivation.
2. Academic achievement scores have been taken on the basis of previous class result.

STATISTICAL TOOLS USED

The obtained data was submitted to further statistical analysis. Mean, Standard Deviation, 't' test and Karl Pearson's Product Moment Correlation were used by using SPSS software.

Table 1
Mean, S.D.'s and 't' Value of Achievement Motivation of girls and boys of government schools

Group	No. of Students	Mean	S.D.	't'
Male students	50	26.39	4.62	2.135*
Female students	50	29.45	5.13	

***Significant at 0.05 level**

Table 1 shows that 't' value is 2.135, which is significant at 0.05 level of significance with df 58. It shows that male and female students differ significantly on achievement motivation. The higher mean score of female students shows that female students have higher achievement motivation as compared to male students.

Thus the null hypothesis that "There is no significant difference in achievement motivation of male and female students of senior secondary schools" is rejected.

Table 2
Mean, S.D.'s and 't' Value of Academic Achievement of male and female of government schools

Group	No. of Students	Mean	S.D.	't'
Male students	50	318.26	26.07	3.817**
Female students	50	332.37	28.39	

****Significant at 0.01 level**

Table 2 shows that 't' value is 3.817, which is significant at 0.01 level of significance with df 58. It shows that male and female students differ significantly on academic achievement. The higher mean score of female students shows that female students have higher academic achievement as compared to male students. Thus the null hypothesis that "There is no significant difference in academic achievement of male and female students of senior secondary schools" is rejected.

Table 3
Mean, S.D.'s and 'r' relationship between achievement motivation and academic achievements of students

Variables	No. of Students	Mean	S.D.	'r' value
Achievement Motivation	50	27.92	4.88	0.621**
Academic Achievements	50	325.32	27.23	

****Significant at 0.01 level**

Table 3 depicts that co-efficient of correlation between achievement motivation and academic achievement of senior secondary school students is 0.621 which is significant at 0.01 level of significance. So, the null hypothesis, i.e., "There is no significant relationship between achievement motivation and academic achievement of adolescent students" is Rejected. Hence, there exists a positive correlation between these parameters. It indicates that achievement motivation

and academic achievement of senior secondary school students are positively correlated with each other. So it could be concluded that senior secondary school students have more academic achievement if they have more achievement motivation. It can be interpreted that higher the achievement motivation, higher the academic achievement of senior secondary school students and vice-versa.

Findings

1. It has been found that there is a significant difference in the mean score of achievement motivation between male and female students of senior secondary schools. Female students have more achievement motivation than male students.
2. It has been found that there is a significant difference in the mean score of academic achievement between male and female senior secondary school students. The female students have better academic achievement than boys
3. It has been found that there is positive and significant correlation between achievement motivation and academic achievement of senior secondary school students.

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