



Achievement Motivation and Academic Performance of Male and Female Secondary School Students of Uttar Pradesh

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ABSTRACT

The aim of the study was to compare the secondary school male and female students on Achievement motivation and academic performance. The sample for the present study consisted of 1101 students selected from 13 CBSE schools of 6 districts of Uttar Pradesh in which 568 were male and 533 were female students with in the age range of 14 to 16. The

Investigator used the Achievement Motivation Test constructed by Dr. V P Bhargava (1984) to the selected sample to assess their academic achievement motivation. The Continuous and Comprehensive Evaluation Scheme is the current evaluation system of the CBSE schools. The investigator personally visited the selected schools and collected their academic grades in order to consider their academic performance in the school. Various comparisons were made to analyze the relationship between academic performance and achievement motivation among both, male and female students.

KEYWORDS : Achievement motivation, Academic performance, Continuous and Comprehensive Evaluation, Adolescence and Gender.

Achievement motivation:

Motivation can be defined as the driving force behind all the actions of an individual. The influence of an individual's needs and desires both have a strong impact on the direction of their behavior. Motivation is based on your emotions and achievement-related goals. There are different forms of motivation including extrinsic, intrinsic, physiological, and achievement motivation. There are also more negative forms of motivation. Achievement motivation can be defined as the need for success or the attainment of excellence. Individuals will satisfy their needs through different means, and are driven to succeed for varying reasons both internal and external.

Achievement motivation is based on reaching success and achieving all of our aspirations in life. Achievement goals can affect the way a person performs a task and represent a desire to show competence (Harackiewicz, Barron, Carter, Lehto, & Elliot, 1997). These basic physiological motivational drives affect our natural behavior in different environments. Most of our goals are incentive-based and can vary from basic hunger to the need for love and the establishment of mature sexual relationships. Our motives for achievement can range from biological needs to satisfying creative desires or realizing success in competitive ventures. Motivation is important because it affects our lives everyday. All of our behaviors, actions, thoughts, and beliefs are influenced by our inner drive to succeed.

Academic Performance:

Scholastic achievement refers to the knowledge acquired and the skills developed at school through subjects of study. In other words, scholastic achievement may be seen as the competence they actually show in the school or college subjects in which they have received instruction. Scholastic achievement plays a very significant and vital role

in the attainment of the ideals of harmonious development of the child. In this rapidly changing world and with the growing advancement in science and technology the place of education has become so vital that every parent today sets high goals to educate their children. Good academic record speaks for the individual. At the time of admission, for entrance to any kind of jobs, for scholarships for future studies and so on, the academic record is the main testimonial. It portrays the individual. An individual becomes a mere organism without any academic worth.

Continuous and Comprehensive Evaluation of C B S E .

Central Board of Secondary Education (C.B.S.E) has introduced the C.C.E system in the school.

Continuous and Comprehensive Evaluation (CCE) is a school-based evaluation and developmental process of teaching and assessment, a two- fold objective. These objectives are continuity in evaluation and assessment, of broad-based learning and behavioral outcomes. CCE

refers to a system of school based evaluation of students that covers all aspects of student's development.

The scheme attempts to cover both the scholastic and the co-scholastic aspects of students' growth and development. Since abilities, attitudes and aptitudes can manifest themselves in forms other than the written word, the term refers to the application of a variety of tools and techniques (both testing and non-testing) and aims at assessing a learner's development in areas of learning like: Knowledge, Understand/ Comprehension, Application, Analysis, Evaluation & Creativity.

The scheme is thus a curricular initiative, attempting to shift emphasis from testing to holistic learning. It aims at creating good citizens possessing sound health, appropriate skills and desirable qualities besides academic excellence. The goal is to equip the learners to meet the challenges of life with confidence and success.

Secondary school students:

According to the developmental psychology secondary school students fall in the group of Adolescence. Hence they exhibit the characteristics of the same group. Adolescent period is the period of transition in the life of an individual. For boys, between 14 to 21 and for girls between 12-21 year of age are the most striving and vulnerable period.

A boat sails easily when the wind is favourable. So is the period of adolescent, if properly guided, they can reach to their goals easily. At the same time, if they do not get proper guidance then everything may go upside down.

Gender (Sex):

Gender is determined socially; it is the societal meaning assigned to male and female. It is used to describe those characteristics of women and men, which are socially constructed and biologically determined. People are born female or male but learn to be boys and girls who grow up in to men and women who makes up gender identity and determines gender roles.

For the Indians gender plays a very important role where education is concerned. From time immemorial it is seen that boys are encouraged to study and the girl child is left to do household chores. But today while the society is making rapid progress in every field, this notion has changed and the girls are also at par with boys. Hence, in this research sex/gender has been given equal importance among the factors that contribute towards motivation and academic achievement.

Objectives.

- To study the achievement motivation of male and female.
- To study the Academic Performance of male and female.
- To compare the Achievement Motivation of male and female

students.

- To compare the achievement motivation and the Academic Performance of male and female students.

Sample – The present study was conducted on a sample of 1101 students (male and female) of CBSE schools of Uttar Pradesh. The sample consists of students studying in X and XI standards having an age range of 15-17 years.

1. Research Tools- (1) Achievement Motive Test (ACMT)

(2) Academic grades in IX or X.

(3) Personal databank (Prepared the investigator).

2. Techniques of Analysis: Techniques of analysis for the present investigation includes techniques for collection of data, scoring, interpretation of scores in relation to the objectives and hypothesis formulated.

Table:1.Age,Gender and Class of the sample are shown in table.

Category	Particulars	Frequency	Percent
Age	14 years	235	21.3
	15 years	559	50.8
	16 years	218	19.8
	17 years	89	8.1
Total		1101	100
Gender	Male	568	51.5
	Female	533	48.5
Total		1101	100
Class	X	753	68.4
	XI	348	31.6
Total		1101	100

Majority of the respondents belonged to the age group of 15 years, 559 (50.8 percent). 21.3 percent (235 students) of the respondents were of 14 years old whereas 19.8 percent (218) of the respondents were of 16 years of age. Only 89 (8.1) percent of them were of 17 years old. All these difference depend on the admission and promotion of the students. Among 1101 respondents, male respondents were 51.5 percent (568 students) and female respondents 48.5 percent (533 students).

Majority of them were of class 10 (68.4 percent) and the rest of them were of class XI (31.6 percent).

Hypothesis-1 states 'There will be no positive correlation between the achievement motivation and academic performance of secondary school students.'

Table 2: Correlations between Achievement Motivation scores and Academic grades.

Name of the variable	Achievement motivation scores	Level of Significance
Academic Grade	.577**	0.01**

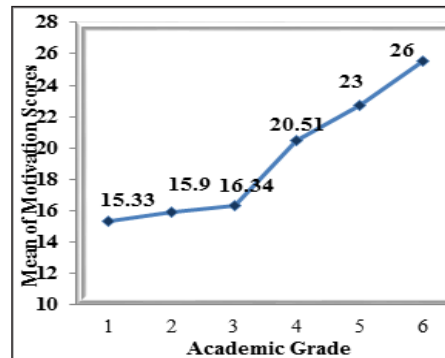
Correlation is significant at the 0.01 level. (P<.01)

Table 2 : presents that there is a significant positive correlation between achievement motivation scores and students academic grades. The findings of the table suggests that for academic grade and achievement motivation score the correlation is .577, significant at .01 level, which indicates that there is a positive relationship between achievement motivation scores and academic grades. This result is consistent with the study by Sikhwari(2014), Tella (2007), Boggiano(1992) which showed that achievement motivation has significant and positive impact on academic performance(references from E.O Affirm et al). Now- a -days children are becoming more and more concerned about their academic performance and at the same time , there are students who may be bright but perform poorly despite the good learning facilities in their homes as well as in their schools. Among the factors that contribute to the pupil's poor academic performance is low

achievement motivation (Muola, 2010).Achievement motivation is used to mean the pupil's need or drive towards the achievement of success in academic work (Amalaha,1975).

Graphic explanation of the result is followed.

Figure 1 : Graphic explanation of the Correlation between motivation scores and academic grades.



Since both the variables are varying in same direction that is if one variable is increasing the other on an average is also increasing or vice-versa. The correlation is said to be positive or high scores in one set tend to go with high scores of other set. Therefore hypothesis one 'There will be positive correlation between the achievement motivation and academic performance of secondary school students' is accepted.'

in academic motivation are more likely to have increased levels of academic achievement and have lower dropout rates (Blank, 1997).

HYPOTHESIS- 2: There will be significant difference between male and female on Achievement Motivation and performance of secondary school students.

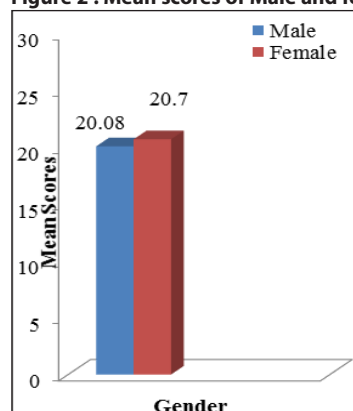
Table 3: Mean, SD and F value of Male and Female students on achievement motivation scores.

Gender	N	Mean	S.D.	F	Sig.
Male	568	20.08	5.31	.118	.327
Female	533	20.70	5.32		

The findings of the Table no. 3: presents the Analysis of Variance on the basis of achievement motivation and gender. The findings show that for gender and achievement motivation the F value is 0 .118 which is not significant.

Probability of the static Value is less than Critical alpha level value: 0.118<1. From the obtained results it is very evident that there is no impact of gender on achievement motivation of secondary school students, which means the results of F-test rejects the hypothesis.

Figure 2 : Mean scores of Male and female respondents.



The table reveals that there is no significant mean difference between male and female achievement motivation score which means that male and female have similar motivation score, which will result in similar academic performance.

Javeed Ahmad Puja and Yashpal D (2014) have found the importance of self-esteem in academic achievement. Though difference in self-esteem can lead to difference in academic achievement between boys and girls, there is no significant difference between male and female students on academic achievement.

With regard to the findings on achievement motivation where there is significant impact on academic performance of boys and girls, the above findings does not differ from the work of some previous researchers.

Gupta et al. (2012) studied on secondary school students and found that gender had no significant difference in academic achievement. Praveen et al (2013) revealed that high school boys and girls have not shown any significant difference in academic achievement. Researchers like Nagarathanamma & Rao (2007) found no significant difference between boys and girls with regard to Achievement Motivation level. Similar findings were reported by Kaushik & Rani (2005). Boys and girls students do not differ significantly in their Academic Achievement (Singh, Surinder (2012).

Rekha M.P. (2015 June) had observed that there is no significant difference between achievement motivation among 9th standard boys and girls.

Hence the investigator was inclined to conclude that the result obtained in the present study was acceptable. Because the present age of knowledge exploded society, people have become very conscious and girls are in no way lagging behind the boys. Both the boys and girls are moving in the same direction to show off themselves in their thinking and attitude. Therefore, their motivation and performance revealed non-significant difference.

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