



ACHIEVEMENT MOTIVATION AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS: AN EMPIRICAL STUDY OF JAMMU AND KASHMIR

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ABSTRACT

Motivation is the motivating force behind someone's behaviour and actions in life. Different desires or rewards empower different types of people, so trying to identify someone's motivators can certainly assist individuals to employ them for benefit. The core objective of the present study was to investigate relationship among the academic and achievement motivation with respect to gender. Data was gathered from 240 secondary school students various secondary schools in Jammu and Kashmir UT. An equal number of boys and Girls are selected by a simple random method. For Achievement Motivation, Mukherjee's Achievement Test was used for data collection, and for Academic Achievement was measured through the marks obtained in a previous class by the students. The finding of the study shows there is positive correlation between the academic motivation and achievements motivation. In addition, the study also reveals the males shows significant positive relationship as compare to their counterpart.

KEYWORDS : Achievement, Motivation, Academic, Gender

INTRODUCTION

Motivation is the motivating factor responsible for all actions of an individual. A person's needs and desire have a profound effect on their behaviour. It is an internal state that directs, encourages, and strengthens behaviour. Generally, Motivation is understood as the expectancy, pleasure in mastering and challenging etc. Motivation and learning have a strong relationship because it improves a student's learning performance. It has an impact on the cognitive processes of learning. It assists a student's learning in determining which outcomes are beneficial in the long run and which are deleterious. Motivation is the driving force that keeps children going even when they face obstacles or complexities. It gives them the energy they need to reach their full potential. A motivated child is wholly dedicated, full of energy, and creative: those who can see the importance of the information they are learning and are committed to achieving their goals. Achievement encompasses all of the behavioural changes that occur in an individual as a result of various learning opportunities learning experiences. Academic achievement is now a crucial aspect of a student's life. The term "achievement" refers to the achievement of all behavioural changes in the cognitive, emotional, and psychometric domains. Academic achievement refers to the knowledge, understanding, or skills required after instruction and training in courses or subjects achieved by examination. Academic achievement is critical, especially in today's socioeconomic and cultural contexts.

Review Of Researches Related Achievement Motivation and Academic Achievement

Kumar and Yadav (2015) conducted a study titled "A Comparative Study of Academic Motivation of Senior Secondary Student". According to the study, the academic motivation and achievement of students in private schools at the senior secondary level is higher than that of government schools. **Sarang (2015)** in his remarkable work claimed that a large number of respondents from different social groups have average level of achievement motivation but among tribals, students have low level of achievement motivation. His scholarly work also discovered that Between tribal and non-tribal adolescents, there is a substantial correlation in terms of academic performance and motivation for achievement. **Emmanuel et.al (2014)** concluded a research on "Success Motivation, Academic Self-concept and Academic Achievement among High School Students" study cited that the majority of respondents were highly motivated and had positive self-concept and academic Shows the discovered connection between academic achievement and self-concept.

Furthermore, the study revealed an unsatisfying positive

relationship between academic achievement and achievement motivation.

OBJECTIVES

1. To study the relationship between Achievement Motivation and Academic Achievement among secondary school students.
2. To study the relationship between Achievement Motivation and Academic Achievement among male secondary school students.
3. To study the relationship between Achievement Motivation and Academic Achievement among female secondary school students.

Hypotheses

1. There will be significant positive relationship between achievement motivation and academic achievement among secondary school students.
2. There will be significant positive relationship between achievement motivation and academic achievement among secondary school male students.
3. There will be significant positive relationship between achievement motivation and academic achievement motivation achievement among secondary school female students.

Research Design

In this present study, the descriptive survey method was applied. The study's main concern was to examine achievement motivation and academic achievement in secondary students in the union territory of Jammu and Kashmir.

Sample and population of the study

The present study involved a data set of 240 secondary level students, which comprised 120 males and 120 females, and data were taken from different secondary school students.

Statistical Techniques Used

Following techniques to analyse the data obtained:-

- Mean
- Standard Deviation (S.D.)
- Correlation

Selection Of Tools

- Mukherjee's Achievement Motivation Test was used for data collection in the present investigation.

Mukherjee's Achievement Motivation Test

In the present study Mukherjee's achievement scale has been used. From the different existing techniques regarding the

measurement of achievement, the investigator preferred the achievement motivation test. The test has a Kuder Richardson and test-retest reliability of 0.71 and .75 respectively. The test consists of 50 items and each item has statement viz. (a), (b), (c), the students are requested to give the response on any one of these statements which they think to be the most appropriate.

Scoring Of Mukherjee's Achievement Test

The scoring of the achievement motivation test has been done with the help of scoring key prepared by the author of the test. The achievement motivation test consists of 50 items. One mark was assigned for each correct answer. The maximum marks a student can obtain on this test is 50 and minimum is zero.

Analysis and interpretation

Table 1: - Co-efficient correlation of academic achievement and achievement motivation among secondary level students.

S. No.	Categories	No.	df	r	Table Values	Result
1	Secondary school students	240	2.38	0.294	*.138 **.181	Significant at .01

The above table 1 reveals that the academic achievement and achievement motivation were calculated with, Value of $r = 0.294$ and the Degree of freedom (Df) is 2.38, Which is greater than the table value at the 0.01 level. Thus, there is a positive relationship between academic achievement and achievement motivation among secondary-level students. Therefore, the hypothesis of a significant positive relationship between academic achievement and achievement motivation among secondary level students is accepted.

Table 2 showing academic achievement and achievement motivation among male secondary level students

S. No.	Categories	No.	df	r	Table Values	Result
1	Male secondary school students	120	118	0.53	*.174 **.228	Significant at .05 Not significant at .01

The above table 2 shows that the calculated value $r = 0.53$ and the degree of freedom (Df) is 118, which is more than the table value at the 0.05 level; thus, we can say that there is a positive relationship between Academic achievement and achievement motivation among secondary level male students. Therefore, the hypothesis there will be a significant positive relationship between academic achievement and achievement motivation among secondary-level male students is accepted.

Table 3 Showing academic achievement and achievement motivation among female secondary level students.

S. No.	Categories	No.	df	r	Table Values	Result
1	Female secondary school students	120	118	0.02	*.174 **.228	Not significant .01

Table 3 indicates the academic achievement and achievement motivation among the females. The calculated value of $r = 0.02$ and the degree of freedom (Df) is 118, which is less than the table value at a 0.05 level of significance. Thus, we can say that there is no significant relationship between academic achievement and achievement motivation among female secondary level students. Therefore, the hypothesis that there will be a meaningful positive relationship between academic achievement and achievement motivation among secondary-level female students is rejected.

DISCUSSION

Table 4 Showing that overview of the Correlations calculated between the academic achievement and achievement motivation with reference to Gender

S. No.	Categories	r-value	Result
01	Secondary school students	0.294	Significant
02	Male secondary school students	0.53	Significant
03	Female secondary school students	0.02	Not significant

Table 04 shows that the hypothesis is found to be significant when gender is used as a variable to study achievement motivation as well as academic achievement of secondary school students. Thus, the results suggest that regardless of gender, motivation affects the overall academic performance of secondary school students. All in whilst, on something that should be clear: the success of academic or school subjects usually depends on a number of motivating factors. One of these issues is gender. When combined with gender, parental involvement and support, as well as peer influence, significantly influence students' academic achievement in school. The findings of the correlation analysis demonstrate that secondary school students have a significant correlation in their academic achievement determined by the extent to which the students are motivated and committed. Academic achievement is closely related to student motivation, which provides strong support for the current findings. It has been found that students who are extremely motivated out performed students who are less motivated in the classroom.

CONCLUSIONS

The study shows that there is a positive relationship between academic achievement and achievement motivation among secondary school students and furthermore the study that a favourable relationship is shown between academic achievement and achievement motivation among males, whereas an unsatisfactory positive relationship is seen in the case of female students.

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