



Achievement Motivation of IX Standard Students In Pondicherry Region

KEYWORDS

Achievement Motivation, IX Standard Students, Pondicherry

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ABSTRACT *This study was designed to investigate the level of Achievement motivation of IX Standard students in Pondicherry region. A sample of 300 students was selected from nine schools in Pondicherry using random sampling technique. An Achievement motivation questionnaire was used to collect the data. The study revealed that the level of Achievement motivation of XI Standard students is above average. It is found that the government school students have higher achievement motivation than the private school students. It is found that the urban and rural areas school students have equal level of achievement motivation.*

INTRODUCTION

The theory of achievement motivation is a miniature system applied to a specific context, the domain of achievement-oriented activities, which is characterized by the fact that the individual is responsible for the outcome (success or failure), he anticipates unambiguous knowledge of results, and there is some degree of uncertainty or risk (McClelland, 1961). Yet it is our belief that the type of theory that views the strength of an individual's goal-directed tendency as jointly determined by his motives, by his expectations about the consequences of his actions, and by the incentive values of expected consequences will have wider utility when these concepts are applied toward other goals. (Atkinson & Feather, 1966, p. 5)

Achievement motivation can, therefore, be defined as the striving to increase or to keep as high as possible, one's own capabilities in all activities in which a standard of excellence is thought to apply and where the execution of such activities can, therefore either succeed or fail. (Heckhausen, 1967, p. 4-5)

In the case of an individual, it is not sufficient to say that an individual is at the X percentile in achievement motivation: but alternatively, his profile of the six dimensions identified in the present study [status with experts, acquisitiveness, achievement via independence, status with peers, competitiveness, and concern for excellence], possibly together with others, might be used more precisely to identify the combination of characteristics determining the unique direction of his motivation to achieve. (Jackson, Ahmed, & Heapy, 1976)

NEED FOR THE STUDY

Helmreich & Spence (1978) consolidated the theories concerning achievement motivation and compiled the Work and Family Orientation Questionnaire (WOFO). Meanwhile, they conducted a factor analysis and argued that achievement motivation consists of four elements, i.e. mastery of needs, work orientation, competition, and personal unconcern. After further studies, they found that the interaction of the first three elements is the key reason that contributes to excellent performance of individuals. It is highly related to personal achievements (Spence & Helmreich, 1983).

1. Mastery of needs: An individual prefers jobs that are challenging, intellectually demanding, and thought-oriented. He or she enjoys playing a leadership role in groups and is able to complete tasks already started.
2. Work orientation: An individual takes a proactive attitude toward work and loves what he or she does. He or she obtains sense of satisfaction from work and pursues self-realization and growth.
3. Competition: An individual hopes for victory and has the

desire to win over others.

4. Personal unconcern: An individual does not consider success or stellar performance to be the cause of being rejected by others. In other words, there is no fear of success.

According to the above literature, achievement motivation is a subjective and internal psychological drive, enabling individuals to pursue work they perceive to be valuable and prompting them to reach their goals. Meanwhile, achievement motivation is also a mentality to compete and compare with others.

It is important for both parents, and educators, to understand why promoting and encouraging academic motivation from an early age is imperative. Academic motivation is crucial to a student's academic success at any age. Because students form self-concepts, values, and beliefs about their abilities at a young age, the development of early academic motivation has significant implications for later academic careers. A great deal of research has found that students high in academic motivation are more likely to have increased levels of academic achievement and have lower dropout rates (Blank, 1997). At this point, the significance of early academic motivation to future academic success should be clear. However, different types of academic motivation have different implications for academic achievement. If a student has high levels of academic motivation, knowing whether that student is extrinsically or intrinsically motivated may be important in making predictions about that students' academic career.

Hence this study is intended to study the achievement motivation of the IX standard students.

OBJECTIVES OF THE STUDY

- To study the level of achievement motivation of IX standard students.
- To find out the significant differences, if any, in the level of achievement motivation IX Standard students in terms of their Sex and Locality of School, Type of School, and Level of Achievement.

STATEMENT OF HYPOTHESIS

- The level of achievement motivation of IX standard students is high.
- There is no significant difference between the mean scores of achievement motivation of boys and girls.
- There is no significant difference between the mean scores of achievement motivation of government and private school students.
- There is no significant difference between the mean scores of achievement motivation of urban and rural

school students.

- There is no significant difference between the mean scores of achievement motivation of students with different levels of achievement in mathematics.

METHODOLOGY

A normative survey was undertaken.

SAMPLE

The population of the study comprised of IX students from nine schools in Pondicherry. A sample of 300 students was selected from nine schools in Pondicherry by random sampling technique. Out of this 140 were boys and 160 were girls; 180 were from urban and 120 were from rural area; 160 were from Government and 160 were from private school; and 110 were of high achievement level and 190 were of average achievement level students.

TOOLS USED

The following tool have been used for collecting data.

Achievement motivation questionnaire by Bishwanath Mukherji

BISHWANATH MUKHERJI ACHIEVEMENT MOTIVATION QUESTIONNAIRE

To study the influence of achievement motivation on problem solving ability of XII students, the achievement motivation questionnaire standardized by Bishwanath Mukherji (1994) has been used. It is a method of sentence completion test .the test consists of 50 Items of incomplete sentences, which are to be completed by the school students by putting a check mark. On any one of the three alternative responses given against each item the students are instructed about what they have to do and are required to check the item by choosing one of the alternative responses which indicate his true feelings with respect it the point asked through a particular item.

ANALYSIS AND INTERPRETATIONS

Mean median, and standard deviation of achievement motivation and problem solving ability scores for whole sample is given in Figure-1.

Figure-1

Variable	N	Mean	Median	Mode	S.D
Achievement motivation	300	19.58	19	19	5.01

From Figure-1, it is concluded that the mean and standard deviation of achievement motivation scores of IX standard students are 19.58 and 5.01. It is found that the mean score of achievement motivation falls in the above average level. Therefore the level of achievement motivation of the entire sample is above average. Also it is found that from the Figure-2, the mean score of problem solving ability is 8.11. The median and mode are 8 and 8. From these measures, it is

concluded that problem solving ability of XI standard students is low.

Mean and standard deviation of achievement motivation - category-wise

Figure-2

Variable	Category	Sub-groups	N	Mean	S.D	't' value	Sig. level (0.05)
Achievement motivation	Sex	Boys	140	19.14	4.6	1.27	NS
		Girls	160	19.87	5.39		
	Locality of school	Urban	180	18.99	4.91	1.46	NS
		Rural	120	19.88	5.05		
	Type of school	Govt	140	18.74	4.72	2.75	S
		Private	160	20.31	5.16		
Level of achievement	High	110	21.56	4.79	4.11	S	
	Average	120	18.9	5.01			

CONCLUSION

The level of achievement motivation of IX standard students is above average.

- It is found that the government school students have higher achievement motivation than the private school students.
- It is found that the urban and rural areas school students have equal level of achievement motivation.
- It is found that High and Average level achievement students differ in their achievement motivation.

SUGGESTIONS FOR FURTHER RESEARCH

- The study may be undertaken using the students of lower classes as subjects for the study.
- Achievement Motivation in relation to other variable such as personality, adjustments and intelligence may be undertaken.
- A study of achievement motivation in relation to socio-economic status, anxiety, level of aspiration and other sociological variables may be undertaken.
- A comparative study of achievement motivation of school and college students may be undertaken.

RECOMMENDATIONS

- Association or clubs may be formed in various subjects and students may be assigned some responsibility. This would enhance their achievement motivation.
- Apart from the academic performance, the student may be encouraged to participate in extra-curricular activities like sports and music individually or in groups. They should be encouraged through awards and trophies.
- Teachers and parents should help the students to develop positive achievement motivation through their approval and interpersonal development.

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