



A STUDY ON ATTITUDE AND ACHIEVEMENT MOTIVATION IN LEARNING ENGLISH AMONG THE STUDENTS OF CLASS IX

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ABSTRACT The present study was conducted to expect the attitude and achievement motivation of students at class IX. The sufficient comprised of six hundred fifty IX class students (325 boys and 325 girls) from the government, aided, and matriculation high schools of Coimbatore educational district. The data were obtained by using Attitude Scale developed and standardized by Boonrangsri et al. (2004) revalidated by the investigator in 2017. Achievement Motivation Scale developed and standardized by Beena.S, revalidated by the investigator on 2017 was used for data collection. The finding the estimate of attitude of students on the basis of achievement motivation is significantly higher as compared to their different likelihoods.

KEYWORDS : Attitude, Achievement Motivation, Class IX.

INTRODUCTION

The word education is used sometimes to signify the activity, process, on enterprise of educating or being educated and sometimes to signify the discipline or field of study taught in schools of education that concerns itself with activity process or enterprise. As an activity or process education may be formal or informal, private or public, individual or social, but it always consists in activating abilities, skills, knowledge, beliefs, attitudes, values and character traits by certain methods. As a discipline, education studies or reflects on the activity or enterprise by asking questions about its aims, methods, effects, forms, history, castes, value and relations to society.

The Individual's reaction to and attempt to face up reality both outside. This reaction is shaded and moulded by the individuals perception (human beings are highly enter perceivers, often better at picking up bad vibrations than good ones), group pressures (which make students different people in or out of class), self interest and values. It is generally defined as a habitual desire to achieve goals through ones individual efforts to master a task, achieve excellence, overcome obstacles, perform better than others and take pride in exercising talent.

Need and Significant of the Study

Classroom climate is very important to promote positive attitude and stimulate students who want to learn. The classroom climate needs to address all types of attitudes. The room needs to be clean and the desks need to be arranged in an orderly fashion to encourage student participation. Without a good classroom climate no one can teach effectively. One teacher may work best in a very structured classroom while another may prefer a more laid back approach. In either instance the teacher must be willing and able to insure that there is no interference with the attitude development. The achievement motivation is influenced by individual's wishes for what they want to achieve, their interest, experiences, behaviour patterns, personal values, sex, socio economic status and even by caste background, there are many environmental factors such as parental ambitions, social expectation, peer pressures, sex, appropriateness of aspiration, cultural traditional. Social values and competition influence of the achievement motivation. High school is a stage where the students can improve their attitude. A good classroom climate plays a vital role in enhancing the achievement motivation of these students.

Statement of the Problem

A Study on Attitude and Achievement Motivation in Learning English among the Students of Class IX

OBJECTIVES OF THE STUDY

The study was carried out with the help of following objectives:

1. To study the nature and distribution of variables under study i.e. attitude and achievement motivation.
2. To compare boys and girls on the variables of attitude and achievement motivation.
3. To compare rural and urban on the variables of attitude and

achievement motivation.

4. To find out the influence of attitude and achievement motivation of English language students.

Hypotheses of the Study

Based on objectives following hypotheses were formulated:

1. There is no significant difference between the attitude of male and female students.
2. There is no significant difference between the achievement motivation of male and female students.
3. There is no significant difference in attitude of high school students belonging to rural and urban areas.
4. There is no significant difference in achievement motivation of high school students belonging to rural and urban areas.

Research Methodology

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

Sample

The study was conducted with a sample of 650 English language students of class IX selected from 10 government, aided and matriculation. High schools of Coimbatore district of Tamilnadu through Simple Random Sampling Technique. Stratification was done on the basis of gender and locality. It consists of two categories of students: Both boys and girls of rural and urban schools were considered.

Tools Used

The following tools were used for collecting data for the study: The investigator has necessitated the development of the following tools for the data collection. The tools have been Attitude Scale developed and standardized by Boonrangsri et al. (2004) revalidated by the investigator in 2018. Achievement Motivation Scale developed and standardized by Beena. S, revalidated by the investigator on 2018.

Statistical Techniques Used

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

Analysis and Interpretations

Table: 1: Significance of difference between the boys and girls attitude scores

Gender	N	Mean	S.D	't' Value	LS
Boys	325	177.08	16.88	2.82	S*
Girls	325	160.18	22.73		

S*-Significant N.S**-Not Significant

It could be observed from table: 1 the calculated 't' value 2.82 is Significant at 0.01 level. It suggests that the high school level boys and girls students significantly differed in their level of attitude hence the null hypothesis 1 is rejected.

Table: 2 Significance of difference between the urban and rural attitude score

Locality of the School	N	Mean	S.D	't' Value	LS
Urban	250	161.42	21.52	1.04	NS
Rural	400	173.14	20.63		

S*-Significant N.S**-Not Significant

It could be observed from table: 2 the calculated 't' value 1.04 is Not Significant at 0.05 level. It suggests that the high school level urban and rural students not significantly differ in their level of attitude hence the null hypothesis 2 is accepted.

Table: 2 Significance of difference between the boys and girls achievement motivation scores

Gender	N	Mean	S.D	't' Value	LS
Boys	325	95.44	10.40	0.92	NS**
Girls	325	95.6	6.64		

S*-Significant N.S**-Not Significant

It could be observed from table: 3 the calculated 't' value 0.92 is Not Significant at 0.05 level. It suggests that the high school level boys and girls students not significantly differ in their level of achievement motivation hence the null hypothesis 3 is accepted.

Table: 4 Significance of difference between the urban and rural achievement motivation score

Locality of the School	N	Mean	S.D	't' Value	LS
Urban	250	94.50	9.80	0.003	NS
Rural	400	96.86	10.06		

S*-Significant N.S**-Not Significant

It could be observed from table: 2 the calculated 't' value 0.003 is Not Significant at 0.05 level. It suggests that the high school level urban and rural students not significantly differ in their level of achievement motivation hence the null hypothesis 2 is accepted.

Implications

The present study within its limitations has implications for educational teachers, parents and above all the society itself. The curriculum develops should be given a space to reach and catch the desire of the students. In order to enrich the student's attitude life history of great peoples should include then and there. Schools should provide an opportunity to identify the achievement motivation of the each individual their own by different way of activities and assigning the teacher for that is appreciable. Therefore, attitude and achievement may be increased due to one's own self development on his behaviour, interest and attitude will leads to his desired goal or student's attitude to achieve the students English language skill with high intention of academic motive and self-confidence.

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