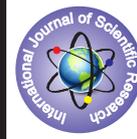


## RELATIONSHIP BETWEEN ACHIEVEMENT MOTIVATION AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS OF KAGALI CITY, RWANDA



### Education

#### KEYWORDS:

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### ABSTRACT

The present study is to find out the relationship between academic achievement and achievement motivation of lower secondary level students especially 2nd year. The present study is chosen as descriptive research. A total of 270 students were selected by stratified random technique. This sample included 135 boys and 135 girls of 2nd year lower secondary grade totaling 270 students studying in Private, Public and Government Aided of Kigali city during 2015. Achievement Motivation Scale developed and standardized by Pratibha Deo and Asha Mohan (2002) was used for data collection and Academic Achievement of the students was collected from office records of their respective schools. Analysis was done by using Pearson's Product Moment Coefficient of Correlation. The correlation analysis revealed that there was significant positive relationship between Academic Achievement and Achievement Motivation of lower secondary level students.

### INTRODUCTION:

Education is the best legacy a nation can give to its citizens especially the youth. This is because the development of any nation or community depends largely on the quality of education of such a nation. It is generally believed that the basis for any true development must commence with the development of human resources. Much then is said that formal education remains the vehicle for social-economic development and social mobilization in any society. Academic Achievement is essential for every student who is under the process of acquiring education because it helps in the successful development of young people in contemporary society.

The education level in Rwanda, remains low despite implementation of the policies such as mandatory education for primary school and lower secondary schooling that is run by state schools. Based on the 2010 Human Development Index report, Rwanda is ranked at 152 out of a total of 169 countries under the 'Low Human Development' category. Secondary education lasts a total of 6 years, for pupils aged 13 - 18. It consists of the aforementioned 3-year lower secondary education and a 3-year senior secondary level. For these final 3 years, pupils can choose between general education, technical secondary education or education at a Teacher Training College (TTC). Since 2010, there have been plans to integrate the 3-year senior level with the 9YBE in order to create a continuous 12 years basic education (12YBE) learning track. So, there is a study essential to know the academic achievement of lower secondary school students of Kigali city especially in the lower secondary level. Hence the present study to know the academic achievement in relation to achievement motivation of students.

In the present competitive world everybody desires for a high level of achievement. Today's modern society expects everyone to be a high achiever. Quality of performance has been regarded as a key factor for personal progress and national development. The present century has been visualized as a technologically advanced world. Hence, starting from school stage, parents, teachers and administrators are desirous for heavy investment for their children. Educated manpower is the emerging need of any nation as educated and skilled human resource is an asset for any country. In this context, it becomes indispensable to develop human resource from the early stages of human life; children are to be set to develop realistic aspiration encompassing their lives, education and prospects of the future. Therefore, correlate to academic achievement draw the attention of researchers.

One of the most important factors that lead to their goals is the drive. This drive is known as motivation. Motivating students to learn in school is a topic of great concern for educationists today. Motivating students so that they can succeed in school is one of the greatest

challenges of this century. Motivation is generally regarded as the drive to achieve targets and the process to maintain the drive. In general, children usually acquire the achievement motive from their parent's life style. It is found through research studies, that, children whose independent training starts at an early age and who get more autonomy within a co-operative, encouraging and less authoritarian family, usually develop an achievement-oriented attitude.

Brophy and Good (1986) described motivation to learn as a tendency to find academic activities which are meaningful and worthwhile when deriving the intended benefits of those activities. Motivation provides an important foundation to complete cognitive behavior, such as planning, organization, decision-making, learning, and assessments (Pintrich & Schunk, 1996). Anderson and others (2005) reported a study of motivation from an ecological perspective, considering the individual in interaction with the meaningful environment. Denhardt (2008) defined motivation as what causes people to behave as they do. Chaturvedi (2009) concluded that school environment plays a significant role in achievement motivation as well as academic achievement of young adolescents. Emmanuel and others (2014) found positive relationship between achievement motivation and academic achievement of high school students. Achievement motivation have been considered as an extended person- intrinsic motivation showing a pattern of actions, planning and feelings connected with striving to achieve some internalized standards of excellence. Need for achievement has been regarded as an individual's personality affective person's behaviour. It is also regarded as a learned motivation. The above studies found the relationship of achievement motivation with academic achievement of students.

### SIGNIFICANCE OF THE STUDY

Motivation is the very heart of learning process. Adequate motivation not only sets in motion the activity, which results in learning, but also sustains and directs it. It has been stated, "Motivation arouses interests. Interest is the mother of attention and attention is the mother of learning. Motivation is the force that energizes, directs and sustains behaviour toward a goal (Baron and Kenny, 1986). Researchers often find a strong correlation between motivation to learn and student achievement (Wang and others, 1993). As a result, teachers at all levels routinely implement strategies designed to enhance the achievement motivation of students by developing a positive classroom climate and enhancing intelligence of students. One of the greatest challenges and opportunities of the 21st century will be for schools at all levels to focus more on assisting students to become motivated in order that they can succeed in school. Thus, a need is felt to investigate the relationship between achievement motivation and academic achievement of students at lower secondary level in private, public and government aided

schools in Kigali city, Rwanda during in 2015 with the following objective and hypothesis of the study.

**OBJECTIVE**

To find out the relationship between Academic Achievement and Achievement Motivation of secondary school students

**HYPOTHESIS**

There is no significant relationship between Academic Achievement and Achievement Motivation of secondary school students.

The present study is a descriptive research and the achievement motivation of the students are measured by administering the Deo-Mohan Achievement Motivation (n-Ach) scale developed by Prathibha Deo and Asha Mohan. The academic achievement has been taken as the average of two terms of 2nd year lowery secondary level students and measured in terms of percentage obtained by students.

**Sample**

A total of 270 students were selected by stratified random technique. This sample included 135 boys and 135 girls of 2nd year of lower secondary level totaling 270 students studying in Private, Public and Government Aided of Kigali city.

**Tools of Research**

**Deo-Moahn Achievement Motivation Scale:** The Deo-Mohan Achievement Motivation (n-Ach) scale developed by Prathibha Deo and Asha Mohan was used for data collection. It is meant for boys and girls in the age group of 13-20 years. Scale consists of 50 items, out of which 13 are negative and 37 are positive the test-retest reliability coefficient of the test for boys is 0.67, for girls 0.78 and for both is 0.69. The validity of the scale was established through concurrent method. The test-retest reliability of the tool was found to be 0.93 and was found to be sufficiently valid with sample of 90 subjects from Kigali city

**Academic Achievement:** The aggregate marks from the previous two terms of lower secondary school level during 2015 serve as indicator of academic achievement. The academic achievement of the students was collected by the office records from their respective schools of Kigali city.

**Statistical Techniques Used to Analyze the Data:**

The Pearson's Product Moment Coefficient of Correlation was applied to find out the significant relationship between academic achievement and achievement motivation. In this case 0.05 and 0.01 levels were fixed to test the stated null hypothesis.

**ANALYSIS AND INTERPRETATION OF DATA**

The data is analyzed by computing coefficient of correlation in the following table along with graphical presentation.

**Table-1:** Table shows co-efficient of correlation and its significance of Academic Achievement of secondary school students and their achievement motivation.

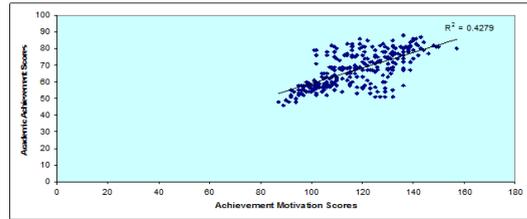
Variables	N	Df	Obtained 'r' value	Level of Sig.
Academic Achievement and Achievement Motivation	270	268	0.651	**

\*\* Significant at 0.01 level

The table-1 shows that the obtained 'r' value 0.651 is greater than the table value 0.113 at 0.05 and 0.148 at 0.01 levels of significance. Therefore the stated null hypothesis is rejected and an alternate hypothesis has been formulated that "there is a significant positive relationship between Academic Achievement and Achievement Motivation of secondary school students" is accepted. The correlation of Academic Achievement with Achievement Motivation is graphically presented with scatter diagram in Fig.1. The R2 value is

0.42 which means that 42% of the academic achievement is influenced by achievement motivation. Therefore achievement motivation is also significantly influencing in predicting academic achievement.

**Fig.1:** Scatter diagram shows correlation of Academic Achievement and Achievement Motivation.



**CONCLUSION**

In the present study, it has been found that there was a positive relationship between Academic Achievement and Achievement Motivation of secondary school students. The present study indicates that children who have better achievement motivation had higher academic achievement.

**EDUCATIONAL IMPLICATIONS**

It is recommended that, teachers and educationists should try to create awareness in parents on the importance of the home environment on achievement motivation which can improve the children's performance. Proper motivation should be provided to students so as to set realistic goals Proper environment inside and outside the school should be provided to the child to develop their innate potentialities and also to enrich their achievement motivation. The home, school and society should make their contributions in the development of achievement m motivation among their students.

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