



ACHIEVEMENT MOTIVATION AMONG ADOLESCENTS

Education

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ABSTRACT

An attempt was made in the present investigation is **Aim:** Achievement motivation among adolescents. **Objectives:** To study the influence of gender, type of management and locality on achievement motivation among adolescents. **Sample:** The sample of the present investigation was selected 200 adolescent's students in Chittoor district of Andhra Pradesh State of India. The subjects were in the age group from 15 to 18 years and using systematic random sampling technique. **Tool:** The Pratibha Deo and Asha Mohan (2011) accomplishment motivation scale was used as a tool. **Research Design:** As there are three independent variables i.e., gender (male & female), type of management (government & private) and locality (rural & urban), each is divided in to two categories, a 2×2×2 factorial design was employed in the present study. **Statistical Analysis:** Means, SDs and Analysis of Variance (ANOVA) were used. **Results:** Results revealed significant impact of gender, type of management and locality with regard to achievement motivation among adolescents. **Conclusions:** Males have high achievement motivation than females; there is no significant influence of type of management on achievement motivation and students of urban areas have high achievement motivation than students of rural areas.

KEYWORDS

Gender, Type of management, Locality, Achievement Motivation and Adolescents.

INTRODUCTION

Education is seen as vital not only to the progress of individuals, but also to the development of communities and nations. In order to achieve improvements in all aspects and use modern and innovative technologies and methods, people need to raise awareness and improve their teaching skills.

Adolescence is a period of global change, a period of turbulence and hardship. This is a period of rapid physical change, accompanied by changes in cognitive and emotional skills. At the same time, young people go out of their childhood and strive for the status of adults. The prominent adolescent stressors, peers or friends, school, parents, their own future, important life events and special events.

Motivation is one of the important factors affecting human behaviour. Motivation has an impact on not just perception and learning, but also on an individual's overall performance in the workplace.

Achievement motivation is an important prerequisite of modern society because it plays a central role in learning and professional success. It is regarded as a measure to assess the full potential and abilities of students. Achievement motivation stimulates and guides behavior towards performance, and therefore is an important determinant of school performance. The level of achievement motivation defines why people behave and determines why they behave in a certain way. It is an effort to improve one's abilities or maintain the highest possible level of strength in all activities that maintain the highest level of excellence. The dynamic and pioneering work in the field of achievement motivation shows how important achievement motivation is in adolescence.

Achievement motivation is an acquired tendency to social needs, which can be seen through the differences of each person. Since it is an acquired experience, the experience a person gains determines the satisfaction of their needs. Our speech promoted gender equality, but reality is far from expectations. Family and society give stereotypes to men and women. Whether in rural or urban areas, the environment in which males and females grow up is very different. Institutional support and equipment vary by management type.

Review Of Literature

Gupta (1978); Rani (1992) and Mishra (2007) found that boys were found to possess more achievement motivation than girls. Ahluwalia (1985), Gokley, Bernard, Cunningham & Motoike (2004) found no gender differences between male and female respondents in their achievement motivation. Bari (2008) found that there were no significant influence between boys and girls with regard to achievement motivation. Santhiram (2011) revealed that the urban students from the tenth class have higher levels of achievement motivation than the rural students. Vishwavidyalaya (2011) reported that boys have higher motivation for achievement than girls.

Vijayakumari & Rekha (2014) showed that there is no significant difference between the achievement motivation of types of school for secondary students. According to Srivastava and Naveen Pant (2015), females have greater levels of social support and success motivation than males. Sarangi (2015) found that there was no significant difference between tribal- non tribal and boy - girl students but urban students have shown high achievement motivation than the rural students. There was no significant link between accomplishment motivation and academic achievement of tribal, male, and rural students, while there was a substantial relationship between achievement motivation and academic achievement of non-tribal, girl, and urban students. Rynthlin and Fancy Aippunny Jennifer War (2018) discovered a substantial variation in accomplishment motivation between females and boys, as well as between urban and rural pupils. There was no observable difference between students in government and aided schools. Smitha and Manoj Praveen (2018) sought to determine the level of Problem solving ability among secondary school students, the level of Achievement motivation among secondary school students, the difference in Problem solving ability of secondary school students based on gender, locale, and type of institution, and the significant difference in Achievement motivation among secondary school students based on gender, locale, and type of institution. Tirumala Rao and Subramanyam (2019) made the impact of gender and social support on achievement motivation among adolescents. Results revealed that gender and social support have significant impact on achievement motivation among adolescents. Brotati Chakraborty and Manju Sharma (2020) discovered a correlation between father's employment ($r = 0.24$), mother's education ($r = 0.19$), father's education ($r = 0.16$), teacher-student relationship ($r = 0.29$), and academic success motivation. Parental encouragement was the only factor that was not significantly ($r = 0.04$) related to academic achievement motivation.

Need And Significance Of The Study

An individual with unlimited ability, enthusiasm, rudderlessness, turbulence and emotion, self-confidence and strange differences and the most important willingness to prepare is called a teenager. Parents and society need to inspire and motivate the younger generation at the same time.

Life skills training improves self-awareness and cognition of others and enhances their self-confidence, determination, sense of responsibility and interpersonal relationships. Although adolescence is a period full of opportunities, a peak period of life, and a period of storms and pressures, research has been conducted on the achievement motivation of adolescents in terms of gender, type of management and location.

Objective

To assess the impact of gender, type of management and locality on achievement motivation among adolescents.

Hypotheses

1. There would be significant impact of gender on achievement motivation among adolescents.
2. There would be significant impact of type of management on achievement motivation among adolescents.
3. There would be significant impact of gender, type of management and locality on achievement motivation among adolescents.

Methodology

Sample

Sample for the present study consists of 200 adolescent students in Chittoor district of Andhra Pradesh State. The subjects were in the age group of 15-18 years selected and using systematic random sampling technique.

Variables Studied

Independent Variables

1. Gender
2. Type of Management
3. Locality

Dependent Variable

Achievement Motivation

Tool Used:

Assessment of Achievement Motivation: The tool designed by Pratibha Deo and Asha Mohan (2011) it consists of 50 items with five alternative responses have been given to each statement i.e., always (4), frequently (3), sometimes (2), rarely (1) and Never (0) out of these items 37 were + ve and 13 were -ve i.e., 0, 1, 2, 3 and 4. The reliability for the scale was found to be 0.69 using test-retest method.

Statistical Analysis

The obtained data was analyzed statistically in order to test the hypotheses using Means, SD's and Analysis of Variance.

RESULTS AND DISCUSSION

Table: 1 Means And Standard Deviations For Adolescent Achievement Motivation Scores

Locality		Gender			
		Male		Female	
		Type of Management	Type of Management	Type of Management	Type of Management
		Government	Private	Government	Private
Rural	Mean	142.15	140.29	137.96	139.47
	SD	16.54	15.90	18.31	17.25
Urban	Mean	143.20	147.26	138.59	139.00
	SD	15.10	14.26	16.38	15.92

Grand Means

Male = (M:143.22) Government = (M:140.47) Rural = (M:139.96)
 Female = (M:138.75) Private = (M:141.50) Urban = (M:146.51)

A close observation of table-I shows that the male students studying of private colleges in urban areas have obtained a high mean score of 147.26 indicates that they have high achievement motivation compared with other groups. Female students studying of government colleges in rural areas have obtained a low mean score of 137.96 indicate that they have low achievement motivation compared with other groups.

In terms of gender, males (M=143.22) have high achievement motivation than females (M=138.75). In terms of type of management, students studying of private colleges (M=141.50) have high achievement motivation than the students studying of government colleges (M=140.47). In terms of locality, urban areas students (M=146.51) high achievement motivation than rural areas students (M=139.96).

Table-II: Anova Summary For Scores On Adolescent Achievement Motivation

Source of Variance	Sum of Squares	df	MSS	F-Values
Gender (A)	361.003	1	361.003	5.69 *
Type of management (B)	231.123	1	231.123	2.06 @
Locality (C)	425.678	1	425.678	6.70 **
A X B	120.653	1	120.653	1.90 @
A X C	458.563	1	458.563	7.22 **
B X C	150.082	1	150.082	2.36 @
A X B X C	101.055	1	101.055	1.59 @

Within	2196.032	192	63.521	--
Total	4044.189	199	--	--

**-Significant at 0.01 level * -Significant at 0.05 level @ -Not Significant

Hypothesis-1: There Would Be Significant Influence Of Gender On Achievement Motivation Among Adolescents.

It is evident from the table-II that obtained 'F' value of 5.69 is significant at 0.05 level implying that gender has significant influence on achievement motivation among adolescents. As 'F' value is significant, hypothesis-1 stated that gender has significant influence on achievement motivation among adolescents is accepted as warranted by the results. Males (M=143.22) have high achievement motivation than females (M=138.75).

Gender roles for both males and females begin to intensify starting in early adolescence due to internal and external forces that require adjustments. Such adjustments include physiological, psychological, and social changes that male and female adolescents endure that influence the formation of an adolescent's self-esteem, self-competency and perceptions. The researchers suggested that females are more affected by fear of failure, low level of self-confidence, restricted by the parents at home than males. They indicated that this fear of failure creates anxiety and likelihood of withdrawing before obtaining a goal. It concluded that the school/college setting plays a role in the type of motivation that males and females maintain. So, these adjustments may lead to different focuses in achievement motivation for males and females.

The results of the present study corroborates with the earlier findings of Gupta (1978); Rani (1992), Mishra (2007), Tirumala Rao and Subramanyam (2019) which states that gender has significantly related to achievement motivation.

The results of the present study contradicts with the earlier findings of Ahluwalia (1985) and Bari (2008) which states that gender is not significantly related to achievement motivation.

Hypothesis-2: There would be significant influence of type of management on achievement motivation among adolescents.

Table-II shows that obtained 'F' value of 2.06 is not significant suggest that type of management has no significant influence on achievement motivation among adolescents. As 'F' value is not significant, hypothesis-2 stated that type of management has significant influence on achievement motivation among adolescents is not accepted as unwarranted by the results.

The results of the present study corroborates with the earlier findings of Vijayakumari & Rekha (2014) and Fancy Aipunny and Rynthlin Jennifer War (2018) which states that type of management has no significantly related to achievement motivation.

Hypothesis-3: There would be significant influence of locality on achievement motivation among adolescents.

From the table-II that obtained 'F' value of 6.70 is significant at 0.01 level implying that locality has significant influence on achievement motivation among adolescents. As 'F' value is significant, hypothesis-3 stated that locality has significant influence on achievement motivation among adolescents is accepted as warranted by the results. Urban areas students (M=146.51) high achievement motivation than rural areas students (M=139.96).

The probable reason might be urban localities adolescents have high achievement motivation than rural areas. Teachers include factors like provision of educationists in schools/colleges in order to create awareness amongst parents about parental encouragement in order to improve the overall achievement and performance. School / colleges authorities and parents should work hand in hand to improve the achievement motivation amongst rural students. It is a combined responsibility of both teachers and parents to reach for the betterment and all-round development of children. A well planned training programme also leads to enhancement of achievement motivation. Teachers must be provided with strategies like workshop training, in service training courses and refresher courses in order to equip them with mandatory skills and competencies that are required for enhancing the achievement motivation of the rural students.

The results of the present study corroborate with the earlier findings of

Sarangi (2015), Smitha and Manoj Praveen (2018) which states that locality has significantly related to achievement motivation.

Data reveals that 'F' values for the first order interaction between i.e., gender X type of management (AXB) 1.90; type of management X locality (BXC) 2.36 and gender X type of management X locality (AXBXC) 1.59 are not significant in causing the effect on achievement motivation. The second order interaction between genders X locality (AXC) 7.22 is significant in causing the effect on achievement motivation.

CONCLUSIONS

1. There is significant influence of gender on achievement motivation among adolescents. Males have high achievement motivation than females.
2. There is no significant influence of type of management on achievement motivation among adolescents.
3. There is significant influence of locality on achievement motivation among adolescents. Urban areas students have high achievement motivation than rural areas students.

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