

ACHIEVEMENT MOTIVATION AMONG SECONDARY SCHOOL STUDENTS

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ABSTRACT

It also aimed to check achievement motivation with reference to gender and residence area. Achievement Motivation Inventory (AMI) by Jansari (2012) was used. The sample constituted total 120 secondary school students. The data was collected from Kutch District. The data was scored, analyzed as per the manual. 'F' test was being calculated. The result showed that, 1. The girl's school students group have higher level of achievement motivation compare to boys school students group, 2. There is no significant difference between the mean score of achievement motivation among the school students of urban area and rural area and 3. The girls school students of urban area group have higher level of achievement motivation compare to boys school students of urban area group.

Keywords: *Achievement motivation, boys and girls students, school students of urban area and rural area.*

Introduction :

One of the most important factors that lead one to their goals is the drive. This drive is known as motivation. It is a zest and determination with a kind of excitement that leads one to persevere to reach greater heights, in no matter what avenue of their life; be it personal or professional. The drive may come from an internal or external source. The individual determines this. The factors that motivate an individual keep changing as one climbs the ladder of age and maturity. And also, achievement of one goal sets the ball rolling for another one to be achieved. Thus, to be motivated is a constant need. There are times when one faces a period of de-motivation and everything seems bleak. It is then that they need to find what would motivate them back into action. For every individual there is a variable driving force. In fact, it is not just a single factor, but a combination of factors that lead people to achieve their goals. The fact is that with routine monotony steps in and then everything seems like stagnant waters. It feels like there is nothing new. Breaking this cycle of monotony has helped many bounce back with enthusiasm. This is why human resource managers create a training calendar, which will take away employees from the routine they are stuck to, as well as enhance their skills in various areas.

What is Motivation ?

Many people know motivation as the driving force behind an action. This is probably the simplest explanation about motivation. Motivation can be considered the state of having encouragement to do something. Why do people do what they do? Why do we go on every day, living our lives and trying to find justification for our existence? Some people think that they can find purpose in the things that motivate them. Others just see the motivation and react automatically.

Definitions of Achievement Motivation:

- Murray (1938) “Achievement motivation is the desire to accomplish something difficult, to overcome obstacles and attain a high standard to excel oneself.”
- McClelland (1953) “Achievement Motivation can be defined as a concern for excellence in performance as reflected in competition with the standards set by others or over unique accomplishment or longtime involvement.”
- Atkinson and Feather (1966) “The achievement motivation is conceived as a latent/talent disposition which is manifested in overt striving only when the individual perceives performance as instrumental to a sense of personal accomplishment.”
- Cassidy and Lynn (1989) “Achievement motivation in general as the personal

striving of individual to attain goal within their social environment.”

- Zenen (2002) “Achievement Motivation means a person’s orientation to strive for task success, persists in the face of failure and experience pride in accomplishments.”
- Adsul and Kamble (2006) “Achievement motivation refers to the tendency to strive for success or the attainment of desired end.”
- Moreover and Shaffer (2008) “Achievement motivation as the willingness to strive or to succeed at challenging tasks and to meet some high standards of accomplishment.”

❖ **What is Student Achievement?**

Student achievement has become a hot topic in education today, especially with increased accountability for classroom teachers. The ultimate goal for any teacher is to improve the ability level and prepare students for adulthood. Defining student achievement and factors that impact progress is critical to becoming a successful teacher. Student achievement measures the amount of academic content a student learns in a determined amount of time. Each grade level has learning goals or instructional standards that educators are required to teach. Standards are similar to a 'to-do' list that a teacher can use to guide instruction. Student achievement will increase when quality instruction is used to teach instructional standards.

Concept of Achievement Motivation :

Why people try to climb Himalaya in cold that might take their life ? Why Tata-Birla or Reliance take risk in new businesses? It is not Biological requirement. But achievement is need behind it. The big question is that how these people success in difficult situation. What is the secret of their success ? which element provide strength to them ? Prof. McClelland has made serious attempt to find the answers to these questions. He has traveled many countries for research of achievement motivation and found the weird elements. He named “achievement motivation” to the elements behind success of person.

Objectives

The objectives :

1. To Study the effect of boys and girls school students have more achievement motivation.
2. To Study the effect of school students of urban area and rural area have more achievement motivation.
3. To study the interactive effect of gender and residence area with respect to their achievement motivation.

METHODOLOGY

Hypothesis

1. There will be no significant difference between the mean score of achievement motivation among the boys and girls school students.
2. There will be no significant difference between the mean score of achievement motivation among the school students of urban area and rural area.
3. There will be no significant difference in the interactive effect of the mean scores of achievement motivation among the gender and residence area.

Sample

The sample constituted total 120 secondary school students out of which 60 were from boys school students (30 urban area and 30 rural area) and 60 from girls school students (30 urban area and 30 rural area).

Research Design

A total sample of 120 secondary school students equally distributed between boys and girls school students of urban area and rural area from Kutch District selected for the research study.

Showing the table of Sample Distribution

| Residence Area (B) | Gender (A) | | Total |
|------------------------------|--|---|-------|
| | Boys School Students (A ₁) | Girls School Students (A ₂) | |
| Urban Area (B ₁) | 30 | 30 | 60 |
| Rural Area (B ₂) | 30 | 30 | 60 |
| Total | 60 | 60 | 120 |

Variable

Independent Variable

1. **Gender** : Boys and Girls students.
2. **Residence Area** : School students of urban area and rural area.

Dependent Variable : Achievement motivation Scale.

Tools

The Achievement Motivation Inventory (AMI) by Jansari (2012). The administered individually or in a group of 30 to 40 people. It has 25 items for each item, 6 alternative responses are given. Out of which, 2 are associated with achievement, 2 are associated with task imagination and 2 are associated with unrelated imagination. The test re-test reliability is 0.6301 and Split Half reliability is 0.7245. Validity for AMI's correlation with TAT is found to be 0.5411 and with AMS is found to be 0.5683.

Procedure

The permission was granted from various secondary school students for data collection in Kutch District after the establishment of rapport, personal information and the ‘Achievement motivation Scale (EMS)’ was administrated the data was collected, scored as per the manual and analyzed. The statistical method ‘F’ test was calculated and results were interpreted.

Result and DISCUSSION

Table : 1 The Table showing sum of variance, mean, ‘F’ value and level of significance of gender and residence area :

| Sum of Variance | Df | Mean | F-value | Sign. Level |
|---------------------|-----|---------|---------|-------------|
| SS _A | 1 | 546.13 | 9.68 | 0.01* |
| SS _B | 1 | 22.53 | 0.40 | N.S. |
| SS _{A*B} | 1 | 403.33 | 7.15 | 0.01* |
| SS _{Error} | 116 | 56.44 | — | — |
| SS _{Total} | 119 | 7519.47 | — | — |

*0.05=3.92, *0.01=6.84, & N.S.= Not Significant

Table : 2 The Table showing the Mean Score of achievement motivation among boys and girls school students :

| | A (Gender) | | ‘F’ value | Sign. |
|---|-----------------------------------|------------------------------------|-----------|-------|
| | A ₁ (Boys Students) | A ₂ (Girls Students) | | |
| M | 22.80 | 27.07 | 9.68 | 0.01 |
| N | 60 | 60 | | |

Here we can see in table no. 2, that the mean score of boy’s school students group is 22.80 and the mean score of girl’s school students group is 27.07. The ‘F’ value is 9.68 which is significant at 0.01 level. It means both group of boys and girls students have significant difference in regards to their achievement motivation. It should be remembered here that, according to scoring pattern, higher score indicate higher achievement motivation. Thus from the result shows, the girl’s school students group have higher level of achievement motivation compare to boys school students group. Hypothesis no.1 “There is no significant difference between the mean score of achievement motivation among the boys and girls school students” is rejected.

Table : 3 The Table showing the Mean Score of achievement motivation among school students of urban area and rural area :

| | B (Residence Area) | | 'F' value | Sign. |
|---|-----------------------------|-----------------------------|-----------|-------|
| | B ₁ (Urban Area) | B ₂ (Rural Area) | | |
| M | 24.50 | 25.37 | 0.40 | NS |
| N | 60 | 60 | | |

Here we can see in table no.3, that the mean score of school students of urban area group is 24.50 and the mean score of school students of rural area group is 25.37. The 'F' value is 0.40 which is not significant. It means Hypothesis no.2 "There is no significant difference between the mean score of achievement motivation among the school students of urban area and rural area" is accepted.

Table : 4 The Table showing the interactive effect of the Mean Score of achievement motivation among gender and residence area :

| | | | A | | 'F' value | Sign. |
|---|---|----------------|----------------|----------------|-----------|-------|
| | | | A ₁ | A ₂ | | |
| M | B | B ₁ | 20.53 | 28.47 | 7.15 | 0.01 |
| | | B ₂ | 25.07 | 25.67 | | |
| N | | | 60 | 60 | | |

Here we can see in table no.3 that the mean score of boys school students of urban area group is 20.53, boys school students of rural area group is 25.07, girls school students of urban area group is 28.47, and girls school students of rural area group is 25.67. The 'F' value is 7.15 which is significant at 0.01 level. It means both group of gender and residence area have significant difference in regards to their achievement motivation. It should be remembered here that, according to scoring pattern, higher score indicate higher achievement motivation. Thus from the result shows, the girls school students of urban area group have higher level of achievement motivation compare to boys school students of urban area group. Hypothesis no.3 "There is no significant difference in the interactive effect of the mean scores of achievement motivation among the gender and residence area" is rejected.

CONCLUSION

1. The girl's school students group have higher level of achievement motivation compare to boys school students group.

2. There is no significant difference between the mean score of achievement motivation among the school students of urban area and rural area.
3. The girls school students of urban area group have higher level of achievement motivation compare to boys school students of urban area group.

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