

ACHIEVEMENT MOTIVATION AND ACADEMIC ACHIEVEMENT AMONG HIGHER SECONDARY STUDENTS OF SHILLONG TOWN

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ABSTRACT

Academic achievement has become very essential in the present socio-economic and cultural context, especially in schools great emphasis is placed on achievement right from the beginning of formal education. The need to achieve or the achievement motivation of the students could play a pivotal role in learning process at different levels of education which can also be reflected in the academic achievements of the students. Achievement motivation is the individual's desire to accomplish something, to do his best, and to excel in performance. In the present study an attempt was made to find out the difference between sex and type of school management in achievement motivation and the relationship between the two variables was also examined. The Achievement Motivation tool developed by Pratibha Deo and Asha Mohan was used in the study. The results revealed that no significant difference was found between male and female students in achievement motivation as well as in academic achievement. However, significant relationship was found between achievement motivation and academic achievement.

Keyword: Achievement Motivation and Academic Achievement

INTRODUCTION

Education helps in the overall growth and development of a person. The educational process aims at the enhancement of level of academic achievement of students along with aiming at the fullest development of individual according to his abilities and interests and motivation is the very heart of education. Adequate motivation not only sets in motion the activity which results in learning or education but also sustains and directs it. Motivation is defined as a force that generates energy to drive a person to do or accomplish something. According to behavioural experts and scientists, there are different types of motivation, one of which is achievement motivation. Achievement motivation is something that causes a person to make an effort to become successful and be goal oriented.

The phenomenon of achievement motivation has a long developmental process, having its beginning with (Murray, 1938) explorations of personality. He used the term 'n- Ach' (need achievement) to refer to motivation that is instrumental in stimulating individuals, both children and adults, to strive towards achieving some goals. The theory of achievement motivation has been developed by David C. McClelland at the Harvard University, and John W. Atkinson at the University of Michigan. The need for achievement (n Ach) is commonly known as achievement motivation. (Heckhausen, 1967) defined achievement motivation as, "The striving to increase or keep as high as possible one's own capability in all the activities in which a standard of excellence is thought to apply and where the execution of such activities can either succeed or fail". (Clelland, 1961) have reported that those with high achievement

scores were concerned more directly with achieving success while those with moderate or low need for achievement scores were security- minded and chiefly concerned with avoiding failure or with achieving minimal level of aspiration. Adequate motivation not only sets in motion the activity which results in learning or education but also sustains and directs it.

OBJECTIVES

1. To find out the difference between male and female students with respect to their achievement motivation.
2. To find out the difference between students of government and private schools with respect to their achievement motivation.
3. To find out the relationship between achievement motivation and academic achievement.

HYPOTHESES

1. There is no significance difference between male and female students with respect to their academic achievement.
2. There is no significance difference between students of government and private schools with respect to their achievement motivation.
3. There is no significant relationship between achievement motivation and academic achievement.

METHODOLOGY

Research Design: Descriptive survey method was used for the present study.

Sample: The sample for the study consists of 300 Higher Secondary Students of Shillong which were randomly selected. Out of which 148 students are Male and 152 students are Female.

Delimitation: The Study is delimited to students following the syllabus of Meghalaya Board of Secondary Education.

Tools used: The tools used for the assessment of the selected samples are:

1. Deo - Mohan Achievement Motivation (n- Ach) scale developed by Pratibha Deo and Asha Mohan (2011).
2. The scores obtained by students in their final Meghalaya Board examination were taken to compute their academic achievement.

Statistical Technique: The data was analyzed by applying t-test and r.

RESULT

Objective 1: To find out the difference between male and female students with respect to their achievement motivation.

Hypothesis 1: There is no significance difference between male and female students with respect to their academic achievement.

Table 01

Showing the difference between male and female students with respect to their achievement motivation

Gender	N	Mean	SD	Df	't' computed value	't' critical or table value	Level of Significance
Male	148	133.70	19.57	280	0.34	1.96	Not significant
Female	152	135.76	17.46				

Interpretation: From the above table 1, it can be observed that Mean score of Male students is 133.70 and

that of female students is 135.76. And the SD for the same group is 19.57 and 17.46 respectively. The t-value is 0.34 which is not significant at 0.05 level. It can be concluded that there is no significance difference between male and female students with respect to academic achievement. Therefore, Null hypothesis is retained.

Objective 2 : To find out the difference between students of government and private schools with respect to their achievement motivation.

Hypothesis 2 : There is no significance difference between students of government and private schools with respect to their achievement motivation.

Table 02

Showing the difference between students of government and private schools with respect to their achievement motivation

Type of Management	N	Mean	SD	Df	't' computed value	't' critical or table value	Level of Significance
Government	150	133.83	19.63	280	0.41	1.96	Not significant
Private	150	135.60	17.44				

Interpretation: The above table revealed that the Mean score of students from government schools is 133.83 and that of students from private schools is 135.60. And the SD for the same group is 19.63 and 17.44 respectively. The t-value is 0.41 which is not significant at 0.05 level. It can be concluded that there is no significance difference between students of government and private schools with respect to their achievement motivation. Therefore, Null hypothesis is retained.

Objective 3 : To find out the relationship between achievement motivation and academic achievement.

Hypothesis 3 : There is no significant relationship between achievement motivation and academic achievement.

Table 03

Showing the out the relationship between achievement motivation and academic achievement

Variables	Mean	SD	Df	Computed 'r' Value	Table 'r' Value	Significance Level
Achievement Motivation	134.72	18.56	797	0.10	.081	Significant at 0.01 level
Academic Performance	208.60	52.96				

Interpretation: From the above Table 3, it is observed that the $r = 0.10$ and it is significant at 0.01 level of confidence. Therefore, it can be concluded that there is a positive significant relationship between achievement motivation and academic achievement. Thus, null hypothesis is rejected.

FINDINGS & DISCUSSION

The Present study reveals that there is no significant difference between male and female students of higher secondary school in achievement motivation. This finding is in agreement with (Elizur & Berk, 1994), (Kaushik & Rani, 2005), (Nagarathnamma & Rao, 2007), (Sadar, 2015) and (Thakor, 2015), (Kishan and Saroja, 2015), (Maheswari & Aruna, 2016) which found that there is no significant difference between boys and girls with regard to achievement motivation level.

Pertaining to the type of school management, it was found that there is no significant difference between students of government and private school students. The probable reason being that the type of management prevalent in these schools have not been able to assist students in becoming more

motivated to achieve and attain success. This finding is in line with the finding of (Kishan and Saroja, 2015) whose study showed no significant difference between students of government, government aided and private schools in achievement motivation. Thus, it can be said that type of school management does not contribute to the achievement motivation of students.

Further, With regards to the relationship between achievement motivation and academic performance of higher secondary school students, it was found that there is positive significant relationship between achievement motivation and academic performance of higher secondary school students. This findings are in consonant with the study of (Ahluwalia, 1986), (Waththayu, 1985), (Natesan & Seetha, 1986), (Saadi, Fooladi, Gholami, Javdan & Akasheh, 2012), (Yazdani & Godbole, 2014) where positive and significant relationship was found between achievement motivation and academic performance. Thus, it can be inferred that achievement motivation is correlated with academic achievement.

CONCLUSION

From the above study we can conclude that there is no significant difference between male and female with respect to achievement motivation. It has also been observed that there is no significant difference between students of government and private schools in their achievement motivation. Further, it has been found that there is a positive significant relationship between achievement motivation and academic achievement which means that as students' achievement motivation increases the academic achievement also increases and vice versa. Thus, it is necessary that various complex issues which confront the educability of students such as methods of teaching, procedures of evaluation and other related problems be handled seriously by the concerned people in order to help in the enhancement of achievement motivation and as well as the academic achievement of students.

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