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ACHIEVEMENT MOTIVATION AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS



ABSTRACT

The purpose of the present investigation was to examine the relationship between achievement motivation and academic achievement among secondary school students. Data was collected on a random sample of 400 secondary school students drawn from Government and Private Schools. Data analysis indicated that there is a significant positive relation between achievement motivation and academic achievement of students. The meaning and implications of this finding are discussed in this study.

KEY WORDS: Achievement Motivation, Academic Achievement, Performance of Students.

INTRODUCTION

Academic achievement is influenced by many personality factors, among them 'achievement motivation' seems to be the most important factor. Achievement motivation has been found to be significantly and positively related to academic achievement (Sinha, 1967; Gupta, 1993). It has also been found that achievement motivation has no influence on academic achievement under certain conditions (Sundrarajan and Selvaraj, 1992). Thus opinion seems divided on this issue. It is therefore, researchers study the achievement performance in relation to the achievement motivation. McClelland (1953) defines achievement motive as "the positive or negative effect aroused in situation that involve competitions with a standard of excellence perceptions of performance in such a

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situation can be evaluated as successful or situation can be evaluated as successful or unsuccessful".

The motive to 'achieve' or motivation is a central part in the process of education or for any theory of education and it is often quite normal to blame 'motivation' as the process of involving, arousing, directing and sustaining behaviour. Achievement motivation can be defined as the need for success or the attainment of excellence. There are different forms of motivation including extrinsic (evoked largely by the external consequences that certain behaviors will bring) or intrinsic (emanating from characteristics within a person or inherent in a task being performed). Individuals, who are intrinsically motivated use more effective learning strategies and achieve at higher levels. Thus we can say the need to achieve, is the spring board of the achievement motivation. Our motives for achievement can range from biological needs to satisfying creative desires or realizing success in competitive ventures. According to Irving Sarnoff, 'Achievement motive' is the way an individual orients himself towards objects or conditions that he does not possess. If he values those objects and conditions and he feels that he ought to possess them he may be regarded as having an achievement motive. It is conditioned by one's early training, experiences and subsequent learning. In general, children usually acquire the achievement motive from their parent's lifestyle. Studies have shown that the children whose independent training starts at an early age and who get more autonomy within a co-operative, encouraging and less authoritarian family environment usually develop an achievement oriented attitude. The present study attempts to investigate the influence of achievement motivation on the academic achievement of the students

ACADEMIC ACHIEVEMENT

Academic achievement or the performance of the student in the school has become an index of child's future in this highly competitive world. Academic achievement has been one of the most important goals of the educational process. It is also a major goal, which every individual is

expected to perform in all cultures. Academic achievement is a key mechanism through which adolescents learn about their talents, abilities and competencies which are an important part of developing career aspirations (Lent et al, 2000). Academic achievement and career aspirations in adolescence are often correlated (Abu-Hilal, 2000). Crow and Crow (1969), defined "academic achievement as the extent to which a learner is profiting from instructions in a given area of learning i.e., achievement is reflected by the extent to which skill or knowledge has been imparted to him".

Academic achievement is the prime and constant responsibility of a school or any other educational institution to promote wholesome scholastic growth and development of a child. Good (1973) in dictionary of education has defined academic achievement as knowledge attained, skills developed in the school subjects, usually designated by the test scores or by works assigned by the teacher or both. Academic achievement has been playing an important role, since formal education decides the level of learning of different students in different subjects in all classes. Achievement can be defined as total marks or score obtained by a student in a particular subject. Achievement differs from student to student and from subject to subject. Factors for this difference also vary from person to person. Various factors play their role for this differences in the achievement of the students. The present study attempts to investigate the influence of achievement motivation on the academic achievement of the students.

METHOD

Research Design

The present research is a quantitative research framework. Psychometrically sound instruments were used to collect data from the secondary school students. The study adopted a cross sectional survey research method. The research study is a correlational research study.

Sample

The sample for the present study comprised of 400 secondary school students studying in ninth grade, selected from the schools of Hyderabad District of Telangana, India. A random sample technique was used to select the students.

Measures

Deo Mohan Achievement Motivation Scale: For measuring achievement motivation of the students the Deo-Mohan Achievement Motivation (n-Ach) Scale constructed and standardized by Pratibha Deo and Asha Mohan (1985) was used in the present study. The scale consists of fifty items of which thirteen are negative and thirty seven are positive. A positive item carries weights of 4, 3, 2, 1 and 0 respectively for the categories of always, frequently, sometimes, rarely and never. The negative item carries 0, 1, 2, 3 and 4 respectively for the same categories. The achievement motivation is measured on the basis of total scores obtained by the students.

Academic Achievement: The total marks of the students obtained in their annual examinations from the concerned institutions conducted by District Common Examination Board were taken as a measure of their academic achievement.

Pilot Study: A pilot study was conducted to examine the feasibility, appropriateness and suitability of achievement motivation scale for the population of the present study. The pilot study was conducted on the representative sample of 82 students keeping in view the objectives of the study and the tool was administered. The reliability of the scale was computed using Cronbach's alpha and the reliability coefficient was found to be 0.79, which and the scale can be said to be reliable. Further discussion with the children about the items and their response format indicated that, the items were understood by the students and they did not find any difficulty with regard to the meaning of the items nor with the response format. Hence the scale with original fifty items were retained for administering it on the main sample.

Procedure

Permission was obtained from the Heads of the schools for carrying out the research study. The data was collected from the ninth class students with the help of concerned class teachers after explaining the need and purpose of the work. The required numbers of students chosen were seated in a separate place and instructions were given to them. They were asked to read the instructions given along with the questionnaire and were asked to respond genuinely to all the items. The investigator has collected the total marks of each student obtained in the annual examinations conducted by the District Common Examination Board from the institutions concerned. These scores were considered as their academic achievement. Students were encouraged to give frank and honest responses to all the items in scale. Confidentiality of their responses was assured to them.

RESULTS AND DISCUSSION

To examine the relationship between achievement motivation and academic performance of the students the

product moment correlation coefficients were computed and are presented in table 1.

Table 1
Product Moment Correlation Coefficients between Achievement Motivation and Academic Achievement of Students

Variable	Mean	SD	Correlation Coefficient	Sig.
Achievement Motivation	144.5	20.18	0.30	0.000
Academic Achievement	264.2	107.77		

From table 1 it can be observed that the correlation coefficient computed between achievement motivation and academic achievement is positive and found to be significant ($p < 0.001$). This indicates that there is significant positive relationship between achievement motivation support and academic achievement.

CONCLUSION

The results of the present study suggest that achievement motivation has a significant relationship with academic achievement of the students. This demonstrates the importance of achievement motivation for enhancing academic performance of the students. The results of the present study are consistent with the earlier studies done on achievement motivation and academic achievement found in the literature. The results of the study indicate that teachers and need to go beyond the existing formalized student teacher relationship that exists between the student and the teachers and provide students with adequate psychological backing and support and encourage them in order to develop motivation in them that may result in increased academic achievement of the students. The study reveals that achievement motivation influences the academic achievement of the secondary school students. Hence the parents and the teachers should focus to develop achievement motivation among the secondary students. The parents and teachers should motivate the students and should create interest among them to have better achievement motivation. By implementing this academic achievement of the students could be enhanced. The curriculum planners and the educational policy makers may also incorporate necessary concepts to promote achievement motivation among the students.

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