



ATTITUDE AND MOTIVATION IN RELATION TO ACADEMIC ACHIEVEMENT OF THE STUDENTS OF UG IN SCIENCE

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ABSTRACT

Science enables the man to study various phenomena in space and establish multiple relationships between them. It clarifies that science is a byproduct of our empirical knowledge and deals with logical reasoning. Science is helpful in character formation and moral development. Motivation and attitude affect the will and interests of students to achieve academically. A student who is motivated has the will and interest to be inquisitive on an object or subject he wanted to know. The teacher will educate students to high standards of achievement. The teacher shall use best professional practices and materials. This thematic paper explains attitude and motivation in relation to the academic achievement of the students of UG in science.



KEYWORDS: Attitude, Motivation, Academic Achievement.

INTRODUCTION

Education has extraordinary significance in our life. Education is as old as humankind. The man continues obtaining education somehow from birth to death. It is never a complete procedure of internal growth and development. Education builds up an individual like a flower which disseminates its fragrance all-round. While education is process, the curriculum is a means to the process, while education is learning; curriculum signifies situations for learning. While education deals with 'how'

and 'when' curriculum deals with 'what.' While education is a product and curriculum is a plan. Be that as it may, today, as we live in the scientific world, the life of every individual is fashioned by science. All the activities in life from the cradle to the grave are controlled by science. Science and technology have been playing an essential role in our lives and hence become integral parts of our social and cultural lives. Science and technology have changed the men's lifestyle and his capacities to do work. As each time a technology is presented and received.

NEED AND SIGNIFICANCE OF THE STUDY

A highly motivated learner accomplishes and performs well in contrast to ineffectively motivated one who appears not to have any desire to accomplish things or perform well. That force can be intensified by factors outside a learner (extrinsic) or factors inside his/her (intrinsic) or by the activity. Extrinsic motivational factors include rewards, incentives, praises or word of encouragement, approval of significant others like teachers, parents, peer group, and their opposites - fear of punishment, withdrawal of privileges, censure, and ostracism.

Intrinsic motivation is shown in the enjoyment of the activity itself and the inner conviction of the learning that such things to do to realize a personal goal or a life dream - intrinsic motivation yields more advantages than extrinsic motivation. Extrinsic motivation plays a vital function when a learner is not yet intrinsically motivated to learn. For optimum learning, this extrinsic motivation, however, must gradually take the backseat as intrinsic motivation comes to afore.

On the other hand, students' attitudes towards college and science appear to be equally important in learning science. Science has always been perceived by college students as a difficult subject. As they enter the third year, they already have the concept that the subject is hard to handle. These are how the UG students in Coimbatore district view the science subject. The speculation of difficult concepts and the idea of problem-solving form the students' prejudice with the subject and cause a negative attitude towards learning science.

Positive attitudes and habits are necessary to facilitate excellent performance. Since it is not an innate skill, it must be properly developed and nurtured through experiences, beliefs, and practices. When positively shaped, these attitudes will pave the way for higher academic achievement. Furthermore, it is also worth noting that a positive attitude towards science is itself a desirable educational outcome though secondary to academic achievement.

Attitudes and academic achievement are important outcomes of science education in colleges. The development of students' positive attitudes regarding science as a college subject is one of the major responsibilities of every science teacher. It is essential to build up students' positive attitudes toward science lessons in college due to two main reasons. Research has confirmed that attitudes are linked with academic achievement. Few researches have been done on attitude and motivation of UG students of science at the collegiate level. So the investigator has conducted survey research on attitude and motivation in relation to academic achievement of UG students of science.

SCOPE OF THE STUDY

Motivation and attitude affect the will and interests of students to achieve academically. A student who is motivated has the will and interest to be inquisitive on an object or subject he wanted to know. This motivation affects the learner's attitude in such a way that he becomes more interested in the subject and, as a result, affects his academic achievement. The most important student characteristic associated with successful learning are traits, such as attitude and motivation that affect students' performances and their academic achievement.

When an individual is motivated, interest, paying attention, willingness to make an effort, focusing, and devoting on the subject, not giving up in difficult circumstances is observed. In the same way, motivation is one of the most important power sources which give guidance to the attitude of students in colleges. And also, motivation determines the strength and stability of attitude towards learning, which is necessary for an individual to reach certain goals.

ATTITUDE

An attitude can be a positive or negative assessment of individuals, objects, events, activities, and ideas. It could be concrete, abstract, or pretty much anything in your environment, however there is a discussion about exact definitions. "An attitude is a psychological tendency that is expressed by assessing a specific entity with some degree of favor or disfavor (Eagly and Chaiken)." Though it is once in a while common to define an attitude as influence toward an object, affect (i.e., discrete emotions or overall arousal) is commonly understood as an evaluative structure used to shape an attitude object. Attitude may impact the attention to attitude objects, the use of categories for encoding information and the interpretation, judgment, and recall of attitude-relevant information. These impacts tend to be more powerful for strong attitudes that are accessible and based on an elaborate supportive knowledge structure. The durability and significance of impact rely on the quality shaped from the consistency of heuristics. Attitudes can control encoding information, attention, and behaviors, even if the individual is seeking unrelated goals.

MOTIVATION

Motivation has been recognized as an important construct (Koballa & Glynn, 2007) in the field of science education. Most of the literature also shows us that motivation is a very important factor in science learning. Student's motivation towards science learning makes science learning effectively. According to Cavas (2011), student motivation plays a crucial role in science learning, which targeting in promoting student's construction of his/her conceptual understanding of science. There are some factors that will influence students' motivation towards science learning.

The academic achievement, the success of the students, is important because it is strongly linked to the positive outcomes we value the most students. Researches show that academically successful students will have more employment opportunities than those with less education (Rentner & Kober, 2001). Furthermore, academically successful students are increasingly steady in their work, bound to have health insurance, less dependent on public assistance, less inclined to participate in criminal activity, more active as citizens and charitable volunteers and healthy (Janelle, 2011). In addition, academically successful students may likewise ready to ensure the country's human capital growth, which is in accordance with the national vision and mission.

ACADEMIC ACHIEVEMENT

Academic underachievement is a disparity between capacity and performance in which students receive grades than they are intellectually capable of learning. Underachievers are students of average or better intelligence who show unexpectedly poor performance in their schoolwork. Young people who are unable or unwilling to utilize their intellectual potential typically squander educational and occupational attainments that would otherwise be within their grasp. This constitutes a waste of youthful potential and is, therefore, a serious social problem.

Vamadevappa (2002) states that while discussing the achievement of students, the Education Commission (1964-66) observes that the problem of academic achievement is of great concern to a developing country like India. Extraordinary talent unidentified, undeveloped and unexplored is a tremendous waste. The commission has also mentioned the need for diagnosing the causes of low achievement, which hinders the underachievers in coming up to the level of their full potential abilities and then to provide remedial treatment.

CONCLUSION

The researcher attempted to study the attitude and motivation in relation to the academic achievement of the students of UG in science. The researcher will adopt a normative survey method for student teachers. The outcome of the research may help to know the dimensions of motivation to learn, which influence to improve the students' attitude towards science; the teachers can utilize these to enhance their teaching in congruence to the needs of their students. They can improve their teaching by using new strategies in teaching, utilizing different teaching tools and attending seminars to update to the latest trends in teaching tactics and modern approaches. In this way, the teachers will become more effective and as a result, the academic performance of the students will improve.

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