



ACADEMIC PERFORMANCE OF HIGHER SECONDARY STUDENTS AS AN INDICATOR OF THEIR ACHIEVEMENT MOTIVATION

Dr. Purabi Baishya¹ and Darsana Changkakoti²

¹Assistant Professor, Department of Education, Gauhati University.

²Research Scholar, Department of Education, Gauhati University.



ABSTRACT

The present study is an attempt to understand the relationship between the academic performance and achievement motivation of higher secondary students of Kamrup Metro District in Assam. The sample of the study consists of 168 Class XI students selected by using stratified random sampling method; out of which 84 are boys and 84 are girls. The investigators used the Achievement Motive Test developed and standardised by VP Bhargava and an information schedule to collect the necessary data. The results of the matriculation examination are taken as the index of academic performance. Simple percentage, mean, SD, coefficient of correlation and t-test are used to treat the data statistically. The results of the study shows that there exists a significant difference between the achievement motivation of boys and girls. It is found that there exists no significant relationship between academic performance and achievement motivation of the higher secondary students.

KEYWORDS: Academic Performance, Higher Secondary Students, Achievement Motivation.

INTRODUCTION:

Motivation is one of the most important driving force behind an individual's action. Psychologists have classified motivation into various types and thus each individual is guided and inspired by something different in his endeavours. According to McClelland, there are three types of motivation, namely, achievement, affiliation and power that drive every individual to perform irrespective of their background. He further opined that those individuals who are motivated by achievement usually have wise choice of their activities. Atkinson and Feather(1966) described achievement motivation as a typically non-conscious process in which a decision on how to act or not to act is made. The need for achievement is thus regarded as an affective person's behaviour and learned motivation.

NEED AND SIGNIFICANCE OF THE STUDY

The researches done so far in the area of achievement motivation suggest that an individual's pursuit to accomplish a task is always related to high interest. This means that successful completion of a task gives pleasure and provides impetus towards achieving higher goals; while failure leads to sadness and blocks achievement motivation. Achievement motivation (n_{Ach}) arises from the desire to do something better or more efficiently, to solve problems, or to master complex tasks. It is characterized by the desire to attain a high standard of excellence and to accomplish the unique objectives, concerning competition with a standard of excellence. In the present society, the academic performance of the students is a concern for both the teachers as well as parents. The children are always under the pressure of achieving success in the examinations to meet the expectations of their teachers and parents as well as face the competitions of the complex society. In this regard, setting of

a goal is vital and enhanced by the academic performances. Therefore, it seems necessary to study about the relationship between academic performance and achievement motivation of the higher secondary students.

STATEMENT OF THE PROBLEM

Based on the need and significance of the study stated above, the present study is entitled as Academic Performance Of Higher Secondary Students As An Indicator Of Their Achievement Motivation.

OBJECTIVES OF THE STUDY

- i. To find out the academic performance of the higher secondary students based on their matriculation examination.
- ii. To compare the academic performance of the higher secondary students in relation to their gender differences
- iii. To find out the level of achievement motivation of the higher secondary students.
- iv. To compare the achievement motivation of the higher secondary students in relation to their gender differences.
- v. To find out the relationship between academic performance and achievement motivation of the higher secondary students.

HYPOTHESES OF THE STUDY

Ho₁: There exists no significant differences between the academic performance of the higher secondary students based on their gender.

Ho₂: There exists no significant differences between the achievement motivation of the higher secondary students based on their gender.

Ho₃: There exists no significant relationship between academic performance and achievement motivation of the higher secondary students.

AREA OF THE STUDY

The present study has been conducted in Kamrup Metro district of Assam. It was carved out of the erstwhile undivided Kamrup on 3rd February 2003, covering an area of 1527.84 km². It has its administrative headquarters at Guwahati.

DELIMITATIONS OF THE STUDY

- i. The present study is delimited to the students of Class XI only.
- ii. The present study is delimited to the government recognized coeducational higher secondary schools only.
- iii. The present study is delimited to the Kamrup metro district only.

OPERATIONAL DEFINITIONS OF THE TERMS

1. ACADEMIC PERFORMANCE: It denotes the success met by the students of Class XI in their Matriculation Examination conducted by SEBA.
2. HIGHER SECONDARY STUDENTS: It refers to the Class XI students pursuing their plus 2 education in the government recognized higher secondary schools.
3. ACHIEVEMENT MOTIVATION: It refers to the motive to achieve that predicts success in the succeeding tasks. The term was first used by Mc. Clelland and Davis.

REVIEW OF THE RELATED LITERATURE

Solanki, Dr. Vandana N(2017) in her study "*A Comparative Study of Achievement Motivation and study habits on school going students of Rajkot district area*" showed that the main effects of urban and rural area, types of school and gender on achievement motivation and study habits was very highly significant.

Chen, Su-Yen; Lu, Luo(May, 2015) in their study, suggest that institutions can encourage students to set their own motivational goals, rather than adopting goals set by the family or the clan, and to focus on self- referenced competence development and personal improvement.

Leal- Sotto,Francisco (2013) in his study "Family factors, achievement goals and academic motivation in Latin American students" family factors have significant effects on achievement goals and academic motivation of students, and that the goals of these students influence their motivation.

Awan, Dr. Riffat-Un-Nisa; Noureen, Dr.Ghazala and Naz, Ms.Anjum(2011) in their study examined the "*Relationship between Achievement Motivation, Self-Concept and Achievement in English and Mathematics at Secondary Level*" depicted the strong correlation among the three variables, namely, self concept, achievement (social, mastery and performance goals), and academic achievement.

Chetri, Dr.Sita (2014) in her study on, "*Achievement Motivation of Adolescents and its Relationship with Academic Achievement*", revealed non- significant difference in achievement motivation with regards to gender and locale variation but significant differences in relation to management variation. Another finding of the study was the significant difference in the academic achievement of the students with regard to locale and management. The relationship between achievement motivation and academic achievement also yielded a significant relationship at 0.05 level and 0.01level.

METHOD

The present study falls under Descriptive Survey Method. Descriptive Survey Method is conducted to collect detailed descriptions of existing phenomena with the intent of employing data to justify current conditions and practices or to make more intelligent plans for improving them.

POPULATION AND SAMPLE

The population of the present study includes all the students studying in Class XI in the 21 government recognized higher secondary schools of Kamrup Metro, i.e. 1680 students. Stratified random sampling was used to select 168 students; 84 boys and 84 girls as the sample for the present study.

TOOLS USED

1. Information Schedule to find out the academic performance of the students in their Matriculation Examination.
2. Achievement Motive Test by V.P.Bhargava developed by Dr. V.P. Bhargava in 2005 for the ages between 16 to 22 years. This test is intended to measure the N Ach score of the person. It consists of 50 items of incomplete sentences with three alternative responses given against each item. The scoring was done with the help of a scoring key provided in the scale.

STATISTICAL TREATMENT

Simple percentage, mean, SD, t-test and coefficient of correlation were used to treat the data collected statistically.

ANALYSIS AND INTERPRETATION OF THE DATA

OBJECTIVE-1: To find out the academic performance of the higher secondary students based on their matriculation examination

The academic performance of the higher secondary students was assessed with the help of their matriculation examination results under SEBA. On the basis of the norms given by SEBA, the academic performance was categorized as first division(60% and above); second division(45% to 59%) and third division(below 45% and above 30%).

On the basis of the data collected, the level of achievement motivation of the higher secondary students is as follows:

TABLE-1: Showing the Academic Performance of Higher Secondary Students

| ACADEMIC PERFORMANCE | FREQUENCY | PERCENTAGE |
|----------------------|-----------|------------|
| FIRST | 52 | 30.95% |
| SECOND | 90 | 53.57% |
| THIRD | 26 | 15.48% |
| TOTAL | 168 | 100 |

The result is graphically represented below:

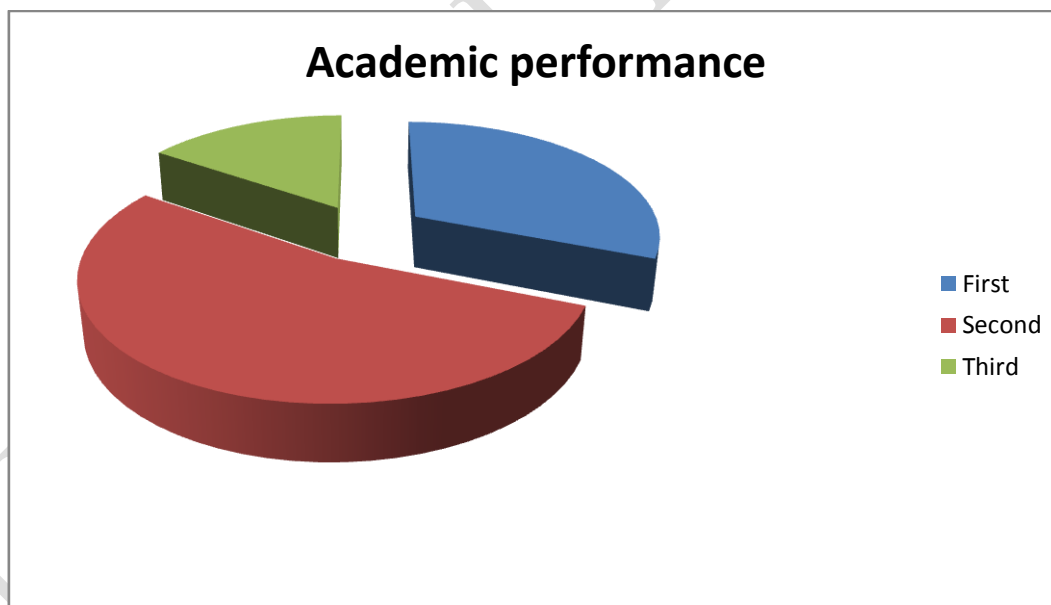


Figure-1: Showing the academic performance of the higher secondary students

Table-1 and Figure-1 shows that 30.95% higher secondary students selected as sample for the present study scored first division in their matriculation examination, 53.57% scored second division and 15.48% scored third division marks. Thus most of the students are palced in second division.

OBJECTIVE-2: To compare the academic performance of the higher secondary students in relation to their gender differences

H_{01} : There exists no significant differences between the academic performance of the higher secondary students based on their gender.

TABLE-2: Showing the percentage of boys and girls falling under the various categories of Academic Performance

| ACADEMIC PERFORMANCE | BOYS | | GIRLS | |
|----------------------|-----------|------------|-----------|------------|
| | FREQUENCY | PERCENTAGE | FREQUENCY | PERCENTAGE |
| FIRST | 29 | 34.52% | 23 | 27.38% |
| SECOND | 52 | 61.90% | 38 | 45.24% |
| THIRD | 03 | 3.57% | 23 | 27.38% |
| TOTAL | 84 | 99.99% | 84 | 100% |

The result is graphically represented below:

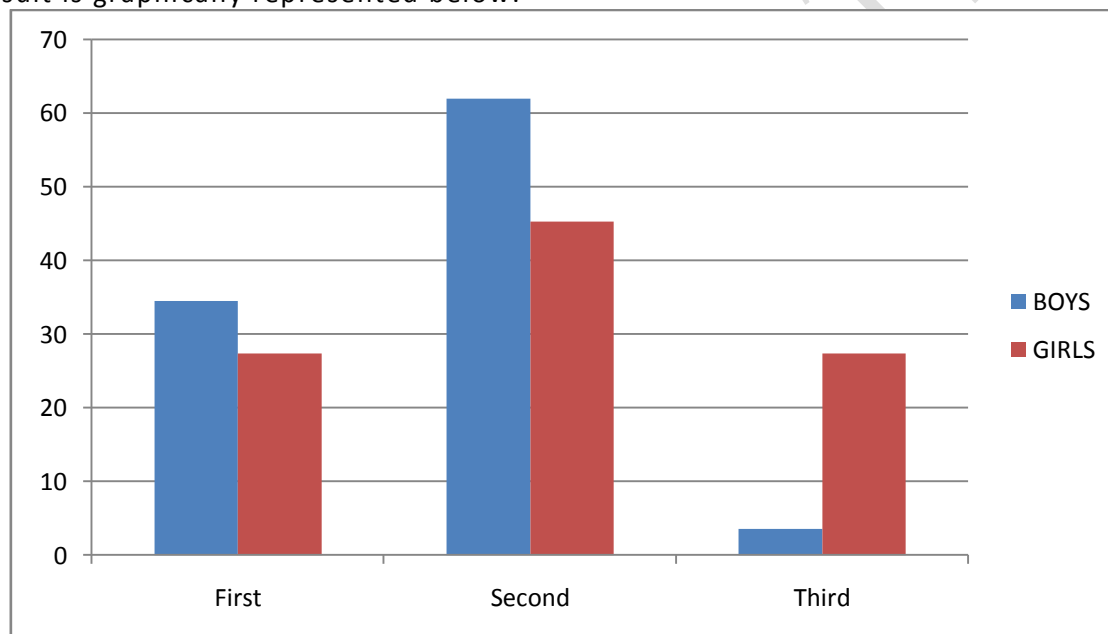


FIGURE-2: Showing the boys and girls falling under the various categories of Academic Performance

Table-2 and Figure-2 reveals that boys of the sample for the present study have outshined the girls in academic performance. It is found that 34.52% boys are placed in first division, 61.90% boys secured second division and only 3.57% boys secured third division. On the other hand, 27.38% girls secured first division, 45.24% girls secured second division and 27.38% girls secured third division in their matriculation examination.

TABLE-3: Showing Significance Of The Difference In Academic performance of Higher Secondary Students Based On Their Gender

| GENDER | N | MEAN | SD | SE _M | SE _D | t-Value | Level of Significance |
|--------|----|-------|-------|-----------------|-----------------|---------|-----------------------|
| BOYS | 84 | 59.45 | 8.35 | 0.91 | 1.5 | 3.87 | 0.01 Significant |
| GIRLS | 84 | 53.64 | 10.93 | 1.19 | | | 0.05 Significant |

Table-3 shows that the calculated value of 't' i.e. 3.87 is greater than the critical values 2.58 at 0.01 level of significance and 1.96 at 0.05 level of significance, the result is significant. Thus we reject our null hypothesis. This means that there exists a significant difference between the academic performance of the boys and girls.

OBJECTIVE-3: To find out the level of achievement motivation of the higher secondary students.

The n-ach of the higher secondary students was found out with the help of a standardized test " Achievement Motive Test" by Dr. VP Bhargava. It reveals the achievement motivation at five levels- High, Above Average, Average, Below Average and Low. On the basis of the data collected, the level of achievement motivation of the higher secondary students is as follows:

TABLE-4
Showing the percentage of students falling under the various categories of Achievement Motivation

| LEVEL OF AM | FREQUENCY | PERCENTAGE |
|---------------|-----------|------------|
| HIGH | 23 | 13.69% |
| ABOVE AVERAGE | 81 | 48.21% |
| AVERAGE | 29 | 17.26% |
| BELOW AVERAGE | 14 | 8.33% |
| LOW | 21 | 12.5% |
| TOTAL | 168 | 99.99% |

The above data is presented graphically below:

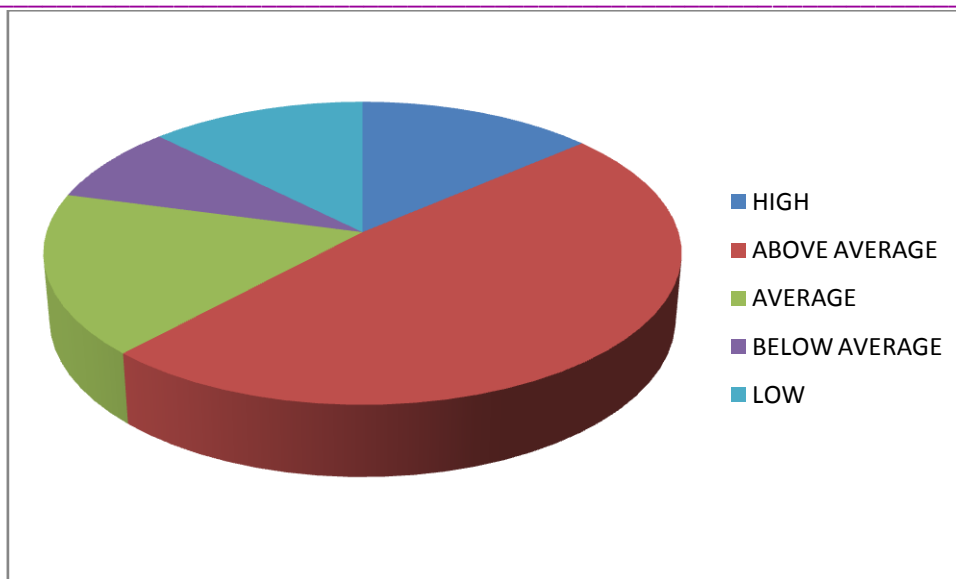


FIGURE.3: Graphical representation showing the percentage of students falling under various categories of achievement motivation

Table-4 and Figure-3 depicts that 13.69% students at higher secondary level possess high achievement motivation; 48.21% have average achievement motivation; 17.26% students of higher secondary have average achievement motivation; 8.33% higher secondary students possess below average achievement motivation and 12.5% students possess low achievement motivation.

OBJECTIVE-4: To compare the achievement motivation of the higher secondary students in relation to their gender differences.

H_{02} : There exists no significant differences between the achievement motivation of the higher secondary students based on their gender.

Using the Achievement Motive Test, the achievement motivation of boys and girls was collected. The data is presented in the table below:

TABLE-5
Showing the percentage of boys and girls falling under the various categories of Achievement Motivation

| LEVEL OF AM | BOYS | | GIRLS | |
|---------------|-----------|------------|-----------|------------|
| | FREQUENCY | PERCENTAGE | FREQUENCY | PERCENTAGE |
| HIGH | 17 | 20.24% | 06 | 7.14% |
| ABOVE AVERAGE | 14 | 16.67% | 67 | 79.77% |
| AVERAGE | 23 | 27.38% | 06 | 7.14% |
| BELOW AVERAGE | 09 | 10.71% | 05 | 5.95% |
| LOW | 21 | 25% | - | - |
| TOTAL | 84 | 100% | 84 | 100% |

The above data is represented graphically below:

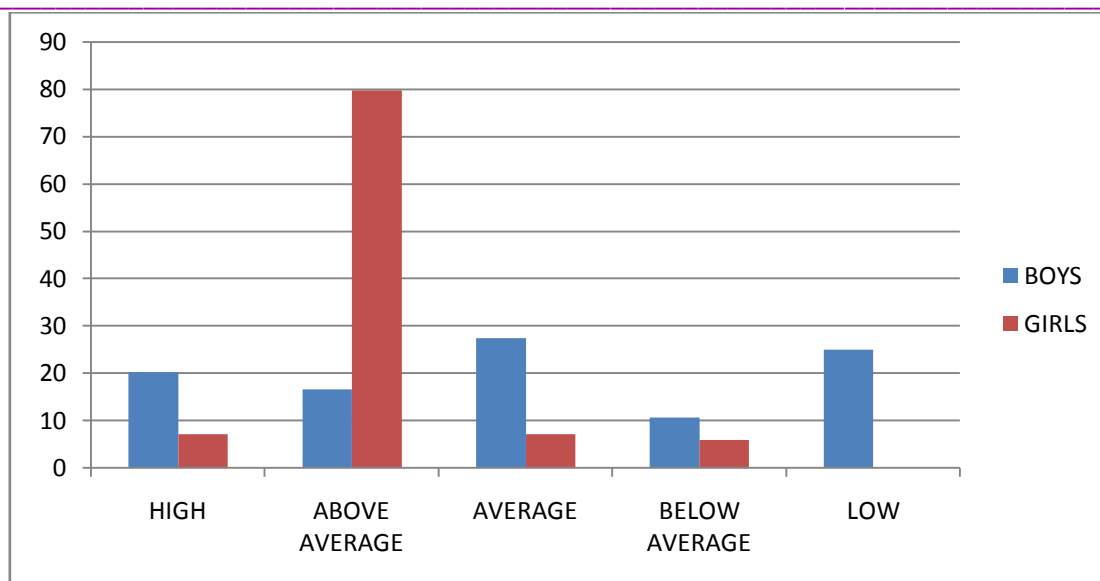


FIGURE-4: Showing the percentage of boys and girls falling under various categories of achievement motivation

Table 5 and Figure 4 shows that 20.24% boys at higher secondary level possess high achievement motivation; 16.67% possess above average achievement motivation; 27.38% have average n-ach; 10.71% have below average n-ach and 25% boys of higher secondary possess low achievement motivation. On the other hand, among the girls studying in higher secondary level, 7.14% possess high as well as average n-ach; 79.77% have above average n-ach and 5.95% girls possess below average n-ach. It is found that none of the girls possess low n-ach.

TABLE-6

Showing Significance Of The Difference In Achievement Motivation of Higher Secondary Students Based On Their Gender

| GENDER | N | MEAN | SD | SE _M | SE _D | t-Value | Level of Significance |
|--------|----|-------|------|-----------------|-----------------|---------|-----------------------|
| BOYS | 84 | 18.30 | 4.27 | 0.47 | 0.52 | 5.51 | 0.01 Significant |
| GIRLS | 84 | 21.12 | 1.95 | 0.21 | | | 0.05 Significant |

Table-6 shows that the calculated value of 't' i.e. 5.51 is greater than the critical values 2.58 at 0.01 level of significance and 1.96 at 0.05 level of significance, the result is significant. Thus we reject our null hypothesis. This means that there exists a significant difference between the achievement motivation of the boys and girls.

OBJECTIVE-5: To find out the relationship between academic performance and achievement motivation of the higher secondary students.

H₀₃: There exists no significant relationship between academic performance and achievement motivation of the higher secondary students.

TABLE-7
Showing significant relationship of the r-value
Between the Academic Performance and Achievement Motivation of Higher Secondary Students

| GROUP | R | SIGNIFICANCE |
|-------------|-------|--------------------------|
| BOYS | -0.01 | 0.05 ** 0.01 ** |
| GIRLS | 0.32 | 0.05 * 0.01 * |
| HS STUDENTS | 0.09 | 0.05 ** 0.01 ** |

** Not Significant

*Significant

Table-7 reveals that the coefficient of correlation between academic performance and Achievement Motivation of the higher secondary students is slightly positive. It is more in case of the boys (0.32) than that of the boys(-0.01). The coefficient of correlation between academic performance and achievement motivation of boys is slightly negative while the coefficient of correlation between academic performance and achievement motivation of girls is slightly positive. Table-5 also shows that there exists no significant relationship between academic performance and achievement motivation of Higher Secondary Boys. It shows a significant correlation between academic performance and achievement motivation of Higher Secondary Girls. The correlation between the academic performance and achievement motivation of the Higher Secondary Students is found to be non-significant. Thus the hypothesis is retained that there exists no significant relationship between academic performance and achievement motivation of the higher secondary students.

FINDINGS OF THE STUDY

The major findings of the present study are enlisted below:

- Majority of the Higher Secondary students(53.57%) are placed in first division in their academic performance. The least percentage of students are placed in third division.
- Most of the boys(34.52%) as well as Girls(45.24%) are placed in second division. However, the academic performance of boys is better than that of the girls.
- Another finding of the study shows that equal number of girls (27.38%) are placed in first and third division.
- Only 3.57% boys have secured third division in their matriculation examination.
- The statistical analysis of the results shows that there exists a significant difference between the academic performance of boys and girls. The boys are found to perform better in academics than that of the girls.
- Majority of the Higher Secondary Students(48.21%) are found to possess average achievement motivation.
- The least percentage (8.33%) of students are found to possess below average achievement motivation.

- The results of the study shows that most of the boys(27.38%) at Higher Secondary Level possess average achievement motivation while the least percentage of boys(10.71%) at higher secondary level possess below average achievement motivation.
- The results of the study shows that maximum girls(79.77%) at higher secondary level possess above average achievement motivation.
- Another important finding of the study reveals that none of the girls possess low achievement motivation.
- The statistical analysis of the results shows that there exists a significant difference between the achievement motivation of boys and girls. The girls are found to possess higher achievement motivation than that of the boys.
- The coefficient of correlation between the academic performance and achievement motivation of the boys is found to be slightly negative and the result is found to be non-significant.
- The coefficient of correlation between the academic performance and achievement motivation of the girls is found to be positive and the result is significant at both 0.05 and 0.01 levels of significance.
- The coefficient of correlation between the academic performance and achievement motivation of the higher secondary students is slightly positive and the result is not significant.
- The results of the present study shows that there exists no significant relationship between academic performance and achievement motivation of the higher secondary students.

CONCLUSION

The present study throws light on the achievement motivation of boys and girls, based on their academic performances. The boys are found to outshine girls in academic performance. However, the girls are found to possess higher n-ach than that of the boys. The results further shows that there exists no significant relationship between academic performance and achievement motivation of higher secondary students.

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