



A STUDY OF ACADEMIC PERFORMANCE OF SENIOR SECONDARY STUDENTS IN RELATION TO THEIR ACHIEVEMENT MOTIVATION

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ABSTRACT :

Education is considered an important input in the development and reconstruction of a nation worldwide as it has been found helpful in self-sufficiency for the society and nations in terms of food self-dependency, economic progress i.e. development in terms of industry and technology, social efficiency in terms of social and national integration along with preservation and transmission of cultural values from one generation to other. The present study is an attempt to explore the Academic Performance of Senior Secondary Level students in relation to their level of Achievement Motivation. The study has been conducted on a sample of 520 students selected randomly from the schools of Delhi. The study revealed that inspite of having low level of Intelligence the students can perform academically better if they are properly motivated.



KEYWORDS : *Academic Performance, Achievement Motivation and Intelligence.*

INTRODUCTION

Now a days, the entire world is becoming more and more competitive in nature as most of the nations are busy in gaining economic efficiency and self-sufficiency in terms of food and defense. This has led to the enhancement of the quality of performance which has proved to be the key factor for collective as well as personal progress. The modern parents' desire also keep on rising with time as they always expect that their children should perform in the best way and improve their performance to a remarkable level as soon as possible. This desire and expectation from the sides of parents for a high level of performance put a lot of undue pressure on their wards as students. In fact, it appears and has been proved that as the whole system of education primarily at school level right from the beginning of lower classes centered round the academic performance of the students, though there are other various factors and outcomes that also plays a significant role in the success of their wards in a long run. Thus, a lot of time and efforts are used on behalf of the schools and parents in order to help students on the basis of their abilities and requirements to achieve better in academics and other aspects of the scholastic domain.

In the words of **Crow and Crow (1969)** "The extent to which a learner is profiting from instructions in a given area of learning or the achievement is reflected by the extent to which skill and knowledge has been imparted to him". There are other factors related to the personal qualities of the individuals which are not alike for all persons i.e., home, school, environment and society, which as a whole also influence their academic performance in so many ways. In a study conducted by **Conger and**

Peterson, (1984) it was found that the most important factors among all other factors who impact the Academic performance of students are: intelligence, socio-economic status (SES), gender-difference, adjustment, social acceptance, study habits etc. But in addition to this, there are several other factors like creativity, some factors related to the personality of the individual, achievement motivation, home environment, personality factors and factors related to the peer groups etc. which also influence the academic performance of the students.

ACADEMIC PERFORMANCE

Academic Performance is considered as of great importance for attaining a success in the present socio-economic scenario and cultural context. Right from the starting of formal educational experiences, great importance is given to their academic performance. It has been observed that students' academic/educational age, success quotient or achievement quotient are the two most important used means for interpreting the attained level of academic performance of individuals. According to **Wikipedia (2013)**, "academic performance is the outcome of education; it is the extent to which a student, teacher or institution has achieved their educational goals." **Good (1959)** in the Dictionary of Education referred: "Academic performance is the knowledge attained or skill developed in the school subjects, usually designated by test scores or marks assigned by the teacher." Thus performance of an individual is characterized by their performance on specifically designed tests associated with their coursework and the desired performance of students on other types of examinations.

ACHIEVEMENT MOTIVATION

Achievement Motivation refers to the state of mind or behavioral condition of an individual due to which one strives to achieve better accomplishment of something, to do his best or to give better performance, to excel in an excellent manner. This kind of activity involves the feeling of competition among peers in a healthy manner with a sense of attaining a particular standard of the excellence of performance by the individual. The achievement motivation in turn influences his/her learning outcomes and development of his/her personality. The pupils with high level of achievement motivation normally have been found to be self-confident individuals, who generally perform or function well in a problematic situation where they basically understand their personal responsibility and feels themselves accountable and are able to control in a situation whatever they face or happens to them.

In the words of **A. Mukherjee (2002)**, "Achievement motivation is an internalized tendency to strive for standard of excellence. It attempts to account for the determinants of the direction, magnitude and persistence of behavior. It applies only when an individual known that his performance will be evaluated. Evaluation can be done by himself/herself or by the others in terms of standards of excellence and consequences of his action will be either a favorable evaluation (success) or unfavorable evaluation (failure)."

Monroe (1952) also defined this term in the following words: "The motive that concerns with a person to perform a particular task is needed. Whenever a will or wish arises internally and gives us encouragement, energy to do a specific work by which the need can be achieved."

NEED OF THE STUDY:

The value of Academic performance has importance not only for higher education on the one hand and finding the suitable job on the other. Consequent pressure on school and college going students for achieving high achievement has been increasing day by day and the parents have begun to be more conscious about the excellent academic performance in terms of the scores in the examination as they feel that their wards are left without a reputed and suitable job, even after spending sixteen or more years along with the investment of various kind of socio-economic sources. They think that higher grades in the examination will be an indicator of better learning and knowledge in spite of their vague study habits, level of intelligence and achievement motivation. Even

by ignoring these three factors they expect better grades from their wards and are hopeful that it'll facilitate promotion to the higher class and also get them suitable employment. Therefore, the parents themselves tend to fix some undue expectations and standards for their Academic performance consciously and unconsciously without due consideration of their capacities and essential physical limitations. The present study is a serious attempt of exploring the academic performance of senior secondary level students in relation to their level of achievement motivation.

RESEARCH QUESTIONS:

- What is the level of academic performance and achievement motivation of senior secondary level school students?
- In what manner, the level of academic performance of the secondary school students is associated with their level of achievement motivation.

OBJECTIVES OF THE STUDY:

The present study has been designed in order to fulfill the following objectives, which are as under:

- To study and describe the academic performance of the senior secondary level students in relation to their level of Achievement Motivation.
- To study the relationship between academic performance and achievement motivation of senior secondary school students.

Hypotheses of the study

- *H₀1: There is no significant difference between Boys and Girls in terms of their Academic Performance*
- *H₀2: There is no significant difference between Govt. and Private Senior Secondary School Students in terms of their Academic Performance*
- *H₀3: There is no significant difference between Urban and Rural Senior Secondary School Students in terms of their Academic Performance*
- *H₀4: There is no significant difference between Boys and Girls in terms of their Level of Achievement Motivation.*
- *H₀5: There is no significant difference between Govt. and Private Senior Secondary School Students in terms of their Level of Achievement Motivation.*
- *H₀6: There is no significant difference between Urban and Rural Senior Secondary School Students in terms of their Level of Achievement Motivation.*
- *H₀7: There is no significant relationship between the Level of Academic Performance and Level of Achievement Motivation of the Senior Secondary Level Students*

Delimitations of the Study:

The present study has been conducted in accordance to the following delimitations.

- The study has been confined to the Govt. and Private schools of Union Territory of Delhi only.
- The study has been confined to the senior secondary (11th class) level students of the Govt. and Private schools of Union Territory of Delhi only.
- The study has been confined to a sample of 520 students selected randomly by the investigator.
- During the present study the marks secured by the students in their class Xth class board examination has been considered as the determinant of their academic performance.

Methodology Adopted for the Study:

The methodology adopted for the study depends upon nature of the problem and objectives of the study. As per the nature and objectives of the present study descriptive method was followed in this study.

Population: As far as population of the present study is concerned, all the students of 11th class (Arts stream) studying in schools in the geographical boundary of Delhi consists the population. They include students of Government schools and students of Private schools.

Sample: the present study was conducted on a total sample of 520 students of 11th class selected through random sampling technique including 260 urban school students and 260 rural school students. Further, these 260 students are comprised of 130 government school students (65 male and 65 female) and 130 private school students (65 male and 65 female). The sample has been taken from 20 senior secondary schools of Delhi.

Tools Used:

The present study make the use of the following tools.

- **Academic Performance:** The marks secured by the students in their 10th Board examination were considered as the determinants of their Academic Performance. To obtain marks of the student, the researcher used a self developed Performa.
- **Academic Achievement Motivation Test (AAMT):** For the assessment of the academic achievement motivation of the students, the researcher used the Academic Achievement Motivation Test (AAMT) developed by Dr. T. R. Sharma.

Findings from the Study:

Table 1: Description of the Level of Academic Performance and Achievement Motivation:

Variable (s)	N	Minimum	Maximum	Mean	Std. Deviation
Academic Performance	520	42.00	82.00	62.7460	7.00147
Achievement Motivation	520	13.00	75.00	30.42	8.38

- ❖ The Mean of Academic Performance of 520 Senior Secondary level students is 62.74 and the value of standard deviation for the same is 7.00. The minimum and maximum values of the Academic Performance are 42 and 82 respectively.
- ❖ The Mean Level of Achievement Motivation of 520 Senior Secondary level students is 30.42 and the value of standard deviation for the same is 8.38. It also can be seen from the above table that minimum and maximum values of the Level of Achievement Motivation are 13 and 75 respectively.

Table 2: Interpretation of Level of Academic Performance and Achievement Motivation of Senior Secondary School Students

Variable	Low Level	Medium Level	High Level
Academic Performance	(Below Score 56) 88 (16.92%)	(Between 56 & 70) 330 (63.46%)	(Above 70) 102 (19.62%)
Achievement Motivation	84 (16.15%)	361 (69.42%)	75 (14.42%)

- ❖ It was also revealed from the analysis that out of 520 Senior Secondary school students only 88 students i.e. 16.92% of the total sample fall under low level of Academic Performance. It is also clear that 330 Senior Secondary school students i.e. 63.46% of the total sample lie in Moderate level of Academic Performance and the rest 102 students i.e. only 19.62% of the whole sample come under high level of Academic Performance. Therefore it may be inferred that majority of the Senior Secondary school students have moderate level of Academic Performance.
- ❖ It was found that out of 520 Senior Secondary school students only 75 Senior Secondary school level students i.e. 14.42 % of the total sample fall under High level of Achievement Motivation. It is also clear those 361 Senior Secondary school students i.e. 69.42% of the total sample lie in Moderate level of Achievement Motivation and the rest 84 students i.e. only 16.15% of the whole

sample comes under low level of Achievement Motivation. Therefore it may be inferred that majority of the Senior Secondary school students have moderate level of Achievement Motivation.

- ❖ The academic performance and Achievement Motivation of Senior Secondary school students were also analyzed in terms of their Gender, Type of Management and Location of the School. The following hypotheses were formulated and tested through **t-test**. The result sso obtained are summarized here.

S. No.	Hypotheses	Result
1.	<i>H₀₁: There is no significant difference between Boys and Girls in terms of their Academic Performance</i>	Rejected at 0.05 Level
2.	<i>H₀₂: There is no significant difference between Govt. and Private Senior Secondary School Students in terms of their Academic Performance</i>	Rejected at 0.01 Level
3.	<i>H₀₃: There is no significant difference between Urban and Rural Senior Secondary School Students in terms of their Academic Performance</i>	Not Rejected
4	<i>H₀₄: There is no significant difference between Boys and Girls in terms of their Level of Achievement Motivation.</i>	Not Rejected
5	<i>H₀₅: There is no significant difference between Govt. and Private Senior Secondary School Students in terms of their Level of Achievement Motivation.</i>	Rejected at 0.01 Level
6	<i>H₀₆: There is no significant difference between Urban and Rural Senior Secondary School Students in terms of their Level of Achievement Motivation</i>	Rejected at 0.01 Level

Table 3: Correlation between Academic Performance and Achievement Motivation of Senior Secondary Students

Variable 1	Variable 2	N	Coefficient of Correlation
Academic Performance	Achievement Motivation	520	0.173**

As per Table No. 3, the relationship between **level of Academic Performance and Level of Achievement Motivation** of Senior Secondary level students is significant at 0.01 levels. Hence our null hypothesis, **H₀₇: There is no significant relationship between the Level of Academic Performance and Level of Achievement Motivation of the Senior Secondary Level Students;** is rejected at 0.01 level.

CONCLUSION:

Academic performance is the core of the whole educational growth and social development of the students. This is the significant reason that it is regarded as an important objective of education. Normally it is considered as the outcome of the series of the instructions formally provided to the students in the schools which in turn is determined by their grades or marks, obtained by them in their annual examinations and it usually indicates their learning outcomes which in turn require a series of well-organized and planned learning experiences. So if a teacher or parents want their wards to achieve something significantly, they should try to intensify their needs and desires as it will surely act as a spring-board in the form of their achievement motivation which in turn may result in future to lead a stronger long lasting drive or motive to achieve something or everything in spite of their low level of intelligence and poor study habits.

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