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A STUDY ON ACHIEVEMENT MOTIVATION AMONG HIGHER SECONDARY SCHOOL STUDENTS

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ABSTRACT:

The present study was explored to find out the achievement motivation among higher secondary students. Survey method was conducted on a sample of 300 students studying in higher secondary schools in Coimbatore district. Achievement Motivation Scale by Norton (2016) was used for data collection. Data was analyzed by t-test. Results found

that there is no significant difference in their achievement motivation of higher secondary school students in terms of gender, locality, medium of instruction and type of school.

KEYWORDS: Achievement Motivation, Higher Secondary School Students.

INTRODUCTION:

Achievement motivation, also referred to as the need for achievement (and abbreviated n-Achievement), is an important determinant of aspiration, effort, and persistence when an individual expects that his performance will be evaluated in relation to some standard of excellence. Such behavior is called achievement-oriented. Motivation to achieve is instigated when an individual knows that he is responsible for the outcome of some venture, when he anticipates explicit knowledge of results that will define his success or failure, and when there is some degree of risk, i.e. some uncertainty about

the outcome of his effort. The goal of achievement-oriented activity is to succeed, to perform well in relation to a standard of excellence or in comparison with others who are competitors (McClelland 1961, Chapter 6; Atkinson 1964).

SIGNIFICANCE OF THE STUDY

First and foremost, to understand the reason of achievement motivation and its effect, it will help the student to concentrate on study materials properly. Motivation is the heart of learning. Achievement motivation helps and pushes the student to achieve. Brown et al. (1998) have also acknowledged that stimulating motivation among students of higher learning still remains a challenge as some students' enthusiasm for learning is unpredictable.

Hence the investigator has found a need to do his research on this topic. Hence the investigator would like to examine the level of achievement motivation among higher secondary school students in Coimbatore district.

OBJECTIVES OF THE STUDY

- To find out the significant difference in achievement motivation among higher secondary school students with regard to gender, locality, medium of instruction and type of school.

HYPOTHESES

1. There is no significant difference in achievement motivation of higher secondary school students in respect of gender.
2. There is no significant

- difference in achievement motivation of higher secondary school students in respect of locality.
3. There is no significant difference in achievement motivation of higher secondary school students in respect of medium of instruction.
 4. There is no significant difference in achievement motivation of higher secondary school students in respect of type of school.

METHODOLOGY

Survey method is adopted for the study. The sample consists of 300 students studying in higher secondary schools in Coimbatore district. Achievement Motivation Scale by Norton (2016) is adopted for the present study. The collected data was analyzed by t-test.

ANALYSIS OF DATA

Table 1: Achievement Motivation among Higher Secondary School Students based on Gender

Gender	N	Mean	SD	df	t-value	p-value	Result
Male	119	17.51	3.019	298	1.354	.177	Not Significant
Female	181	17.96	2.601				

Table-1 shows that the calculated t-value 1.354 is statistically not significant at 0.05 level. Hence the hypothesis-1 is accepted.

Table 2: Achievement Motivation among Higher Secondary School Students based on Locality

Locality	N	Mean	SD	df	t-value	p-value	Result
Rural	90	17.86	3.023	298	.308	.758	Not Significant
Urban	210	17.75	2.673				

Table-2 depicts that the calculated t-value .308 is statistically not significant at 0.05 level. Hence the hypothesis-2 is accepted.

Table 3: Achievement Motivation among Higher Secondary School Students based on Medium of Instruction

Medium of Instruction	N	Mean	SD	df	t-value	p-value	Result
English	92	18.00	3.009	298	.912	.363	Not Significant
Tamil	208	17.68	2.671				

Table-3 indicates that the calculated t-value .912 is statistically not significant at 0.05 level. Hence the hypothesis-3 is accepted.

Table 4: Achievement Motivation among Higher Secondary School Students based on Type of School

Type of School	N	Mean	SD	df	t-value	p-value	Result
Government	16	17.56	3.224	298	.321	.748	Not Significant
Private	284	17.79	2.757				

Table-3 reveals that the calculated t-value .321 is statistically not significant at 0.05 level. Hence the hypothesis-4 is accepted.

FINDINGS

- There is no significant difference in achievement motivation of higher secondary school students with regard to gender.
- There is no significant difference in achievement motivation of higher secondary school students with regard to locality.
- There is no significant difference in achievement motivation of higher secondary school students with regard to medium of instruction.
- There is no significant difference in achievement motivation of higher secondary school students with regard to type of school.

RECOMMENDATIONS

Based on the findings of the study the following recommendations are suggested by the investigator, is achievement motivation an important element in learning process teachers can make the leaning process to implement the achievement motivation in the class room situation.

CONCLUSION

Gender, locality, medium of instruction and type of school have no impact on achievement motivation.

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