REVIEW OF RESEARCH

A STUDY OF RELATIONSHIP BETWEEN ACHIEVEMENT MOTIVATION AND ACADEMIC PERFORMANCE OF THE STUDENTS AFTER APPLYING SELF REGULATED INSTRUCTIONAL MODEL

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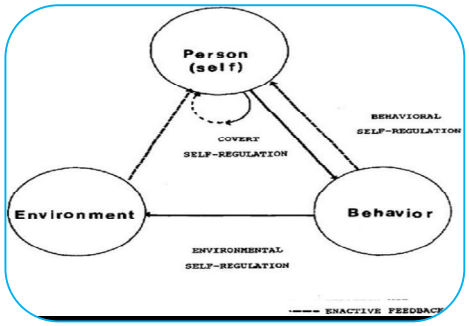

ABSTRACT:

The main aim of the study was to investigate the relationship between achievement motivation and academic performance of 9th standard students after applying self regulated instructional model. The sample selected by research investigator was 80 students of 9th standard vijayapur city. The research investigator selected the stratified random sampling technique. The objective of the study is to find out the relationship between achievement motivation and academic performance of 9th standard students after applying self regulated instructional model. The result revealed that there is a significant relationship between achievement motivation and academic performance with self regulated instructional model.

KEYWORDS: *Achievement Motivation, Academic Performance and Self Regulated Instructional Model.*

INTRODUCTION:

In present days the education system has fully changed. Most of the education institutes are dependent on the information technology. In present day 70 percent of education institute in India are using advanced technology to teaching students like video conference, by using projector, power point presentations, with self regulated instructional model and etc. The information technology saves the time of the teacher with better knowledge. The achievement motivation and academic performance play vital role in the students' performance. It is observed that there is change in the scores of the academic performance before and after applying the self regulated instructional model. Therefore it is observed that there is significant relationship between the achievement motivation and academic performance. A standard knowledge is required for the students which can be provide by the education institutes with the help of information technology only. The achievement motivation and academic performance are inter-related with each other. The self regulated instructional model made the education simple. The academic performance scores of the students increases after applying self regulated instructional model.

OBJECTIVES OF THE STUDY

To find out the relationship between Achievement Motivation and Academic Performance of the students after applying Self Regulated Instructional Model

HYPOTHESIS OF THE STUDY

1. There is no relationship between before and after model academic performance and achievement motivation of 9th standard students of Vijayapur city in control group.

2. There is no relationship between before and after model academic performance and achievement motivation of 9th standard students of Vijayapur city in experimental group.
3. There is no relationship between before and after model academic performance and achievement motivation of 9th standard boy students of Vijayapur city.

LIMITATION OF THE STUDY

The following limitations are considered for the present study.

1. The present study is limited to two variables only namely, achievement motivation, academic performance and self regulated instructional model.
2. The present study is limited to ninth standard secondary school students of Vijayapur city only.
3. The present study is limited to 80 secondary school students of Vijayapur city only.
4. The present study has considered boy and girl secondary school students of Vijayapur city only.
5. The present study is aided secondary school students of Vijayapur city only.

SAMPLE FOR THE STUDY

The sample of the study consisted of 80 students (40 boys and 40 girls) of 9th standard Vijayapur city of Karnataka state. The investigator selected the stratified random sampling technique.

METHOD OF THE DATA COLLECTION FOR THE PRESENT STUDY

The investigator has selected the experimental method to collect the information of the 9th standard students of Vijayapur City Karnataka. The investigator took the permission of the respective head master of PDJ 'A' Grade English Medium high school of Vijayapur City to collect the required information.

VARAIABLE CONSIDERED IN THE STUDY

I. Independent Variables

1. Achievement motivation.
2. Self regulated Instructional model.

II. Dependent Variable

1. Academic performance.

III. Moderate Variables

1. Gender (Boys & Girls)

TOOLS USED IN THE STUDY

Achievement Motivation Scale Standardized by Professor Pratiba Deo and Dr Asha Mohan. The tool Self Regulated Instructional Model is constructed by the investigator with the guidance of the professor T. M Geetha.

STATISTICAL TECHNIQUES USED

t- test, Karl Pearson's Correlation coefficient techniques was employed for analyzing the data by research investigator.

DATA ANALYSIS AND INTERPRETATION

Table: 1.1 Correlation between before and after model academic performance and achievement motivation of total students of 9th standard.

Variables	Achievement motivation of 9th standard students		
	Correlation coefficient (r)	t statistic	P and significant
Before model	0.8301	13.1461	0.0001, S
After model	0.7841	11.1596	0.0001, S

- The above table 1.1 shows that the significant and positive correlation was observed between before model academic performance and achievement motivation of total students ($r=0.8301$, $p<0.05$) at 5% level of significance. Hence, the H_0 is rejected and H_1 is accepted. . It means that, the before model academic performance and achievement motivation of total students are dependent on each other
- There is a significant and positive correlation was observed between after model academic performance and achievement motivation of total students ($r=0.7841$, $p<0.05$) at 5% level of significance. Hence, the H_0 is rejected and H_1 is accepted. The achievement motivation scores are increases or decreases with increase or decrease in after model academic performance scores of total students.

Table: 1.2 Correlation between before and after model academic performance and achievement motivation of control group students of 9th standard.

Variables	Achievement motivation of 9th standard students in control group		
	Correlation coefficient (r)	t statistic	P and significant
Before model	0.9648	22.6106	0.0001, S
After model	0.9006	12.7705	0.0001, S

- The above table 1.2 shows that the significant and positive correlation was observed between before model academic performance and achievement motivation in control group ($r=0.9648$, $p<0.05$) at 5% level of significance. Hence, the H_0 is rejected and H_1 is accepted. . It means that, the before model academic performance and achievement motivation of 9th standard students of Vijayapur city in control group are dependent on each other
- A significant and positive correlation was observed between after model academic performance and achievement motivation of 9th standard students of Vijayapur city in control group ($r=0.9006$, $p<0.05$) at 5% level of significance. Hence, the H_0 is rejected and H_1 is accepted. It means that, the after model academic performance and achievement motivation of 9th standard students of Vijayapur city in control group are dependent on each other.

Table: 1.3 Correlation between before and after model academic performance and achievement motivation of 9th standard students of Vijayapur city in experimental group

Variables	Achievement motivation of 9th standard students in experimental group		
	Correlation coefficient (r)	t statistic	P and significant
Before model	0.7316	9.4783	0.0001, S
After model	0.7451	9.8678	0.0001, S

- The above table 1.3 shows A significant and positive correlation was observed between before model academic performance and achievement motivation of 9th standard students of Vijayapur

city in experimental group ($r=0.7316$, $p<0.05$) at 5% level of significance. Hence, the H_0 is rejected and H_1 is accepted. It means that, the before model academic performance and achievement motivation of 9th standard students of Vijayapur city in experimental group are dependent on each other.

- A significant and positive correlation was observed between after model academic performance and achievement motivation of 9th standard students of Vijayapur city in experimental group ($r=0.7451$, $p<0.05$) at 5% level of significance. Hence, the H_0 is rejected and H_1 is accepted. It means that, the after model academic performance and achievement motivation of 9th standard students of Vijayapur city in experimental group are dependent on each other. In another words, the achievement motivation scores are increases or decreases with increase or decrease in after model academic performance scores of 9th standard students of Vijayapur city in experiment group.

FINDINGS

1. A significant and positive correlation was observed between before model academic performance and achievement motivation of 9th standard students of Vijayapur city in total pupils
2. A significant and positive correlation was observed between after model academic performance and achievement motivation of 9th standard students of Vijayapur city in total pupils
3. A significant and positive correlation was observed between before model academic performance and achievement motivation of 9th standard students of Vijayapur city in control group
4. A significant and positive correlation was observed between after model academic performance and achievement motivation of 9th standard students of Vijayapur city in Experimental group.

CONCLUSION

The self regulated instructional model play vital role in the education. The academic performance of the students is low before applying self regulated instructional model.

There is a relationship between achievement motivation and academic performance.

As there is change in the scores of academic performance after applying the self regulated instructional model. There is increase in the academic performance of the students. It can be used in the schools, colleges and universities. It is observed that there is relationship between the achievement motivation and the academic performance.

SUGGESTION FOR FURTHER RESEARCH

The study can be extended to other educational like primary to degree colleges and Universities.

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