



EFFECT OF ACHIEVEMENT MOTIVATION ON ACADEMIC ACHIEVEMENT OF IX STANDARD STUDENTS

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INTRODUCTION

School is a social institution and a social system of education. It concerns with the behavioral change and also the all-round development of an individual. Education is a major tool of social change and modernization. Education forms a part of the social system. As an open system, it has inputs from the environment and provides out puts required by the individual and the society. The system of education is meant to achieve the social, economic, political, cultural and spiritual goals. In fact education should help the creation of a social order relevant to the changing times.

Today in India, there is a wide spread under achievement and wastage in education. This affects the economic and social development. Several researches conducted have revealed that many factors are responsible for the loss of quality in education. Academic anxiety, low achievement motivation, low socio-economic status, school environment, intelligence, personality, adjustment, attitude etc. are some of the factors responsible for under achievement.

One of the major concerns of all teachers is the motivation of the children. By persuasion, affection, caring, threat, reward and other actions motivation can be inculcated causing fewer disciplinary problems. According to Sorenson (1997), motivation is an essential part of learning. The learner learns what he wants to learn much more effectively when he is motivated to learn. Therefore motivating the students to learn, to the best of their capacities is one of the basic requirements of classroom teaching.

Motivation is a well-researched area, a challenging and inviting field of investigation. It has been variously understood to mean instinct, drive, incentive, want, goal, purpose, need, desire, punishment, involvement, urge, utility, tropism, volition etc,. It has very definite biological-physiological basis, psychological parameters, social reference, economic



outcomes and philosophical implications. Rest and fatigue, drug and diet, inherent tendency and training, physical state and social positions influence the effect of motivation.

The topic achievement motivation' is obviously of practical importance in education and industry. It is related to traditional sociological interest in the determination of mobility and also economic development. Individuals differ in the strength of motive to achieve in various activities, differ in the challenge they pose and the opportunity they offer for expression of this motive. Thus both personality and environmental factors must be considered in accounting the strength of motivation to achieve in a particular person facing a particular challenge in a particular situation.

NEED AND IMPORTANCE OF THE STUDY

We are living in the world of competition and advancement. So it is natural that one has to make serious efforts to accomplish a desired target which is largely influenced by the attitude. It is now established beyond doubt that any successful attempt is the degree of achievement motivation. The need has attracted greatest amount of attention in recent years. The need to achieve is commonly known as achievement motivation.

Seldom studies have been conducted to show the interrelationship between the academic achievement and other variables like intelligence, environment, self-concept, self-esteem, adjustment, teaching effectiveness etc. Generally in schools teachers are more interested in learning output rather than the input. So it is more essential to know the factors affecting the quality and quantity of input which in turn decide the level of achievement. There is a cry among the heads of the institutions, teachers and parents that academic achievement is deteriorating. So it is needed to discuss the ways through which academic achievement is increased.

There exists the need for the class room teachers to know the influence of psychological factors in increasing vim and vigor of the learner in the form of achievement .It is also known that girls show better achievement performance than boys; urban students achieve more than the rural and so on. Hence this study has been taken up to verify the facts. Though we know that academic achievement depends on many personality traits, but many educational institutions believe that it is only related to intelligence. Therefore to unveil this wrong conception the research studies must be continued. The investigator felt that there is a need to study the academic motivation among the secondary school students and hence the research in this area is imperative.



STATEMENT OF THE STUDY

The problem of the present investigation was "Effect of achievement motivation on academic achievement of IX standard students of Bangalore district"

OBJECTIVES OF THE STUDY

The study was conducted to achieve the following objectives:

1. To find out the effect of achievement motivation on academic achievement.
2. To study the relationship between socio economic status and achievement motivation.
3. To study the relationship between socio economic status and academic achievement.
4. To compare achievement motivation of students in government and private schools.
5. To compare academic achievement of students in government and private schools.
6. To compare achievement motivation of boys and girls.
7. To compare academic achievement of boys and girls.

LIMITATIONS OF THE STUDY

The study has certain limitations as follows

1. The study is confined to the selected schools of Hoskote Taluk, Bangalore Rural District.
2. The study was limited to selected government and private schools.
3. The sample consists of IX standard students only.

OPERATIONAL DEFINITIONS

Motivation: The term motivation is a dynamic and purposive process. Historically the term motivation has the Latin origin meaning to move. Some of the definitions are given here:

C.F. Skinner (1947): "Motivation in school learning involves arousing, persisting, sustaining and directing the desirable behavior". G.M. Blair and others (1947): "Motivation is a process in which the learner's internal energies or needs are directed towards various goal objects in his environment".

Achievement Motivation: Achievement motivation is affect in connection with evaluated performance in which competition with a standard of excellence was paramount (McClelland, Atkinson, Clark, & Lowell, 1953, pp.76-77)

McClelland (1961) defines achievement motivation as what is measured by coding an individual's spontaneous thoughts, as in the imaginative stories he tell for the frequency with which he thinks about completing with a standard of excellence or doing something better than before, McClelland says that motives to achieve are developed earlier in the childhood and become relatively stable attributes of personality which are highly resistance to change.



Atkinson stated that the achievement motive is applied when individual realizes that his performance will be evaluated according to some criteria and the resulting evaluation will be favorable or unfavorable

Harris stated that the tendency to postulate motives in one or another has been a popular and long standing one.

Academic Achievement

Academic achievement is a term used in school when a student does well in academics. They achieve or do well in a area of school and do well in their studies.

The performance of the students in a class is usually judged by their marks obtained in the examination and this often termed as Academic Motivation.

Academic achievement is the educational goal that is achieved by a student, teacher or institution achieved over a certain period. This is measured either by examinations or continuous assessments and the goal may differ from an individual or institution to another.

VARIABLES

In this study there were three types of variables namely, independent, dependent and situational but independent variables.

Independent Variable: Achievement Motivation

Dependent Variable: Academic Achievement

Situational Variables: Gender, Type of school, socio economic status and medium of instruction.

HYPOTHESES

1. There is no relationship between the achievement motivation and academic achievement.
2. There is no significant difference between achievement motivation scores of students belonging to different socio economic status.
3. There is no significant difference between academic achievement scores of students belonging to different socio economic status.
4. There is no significant difference between achievement motivation scores of students of Government and Private schools
5. There is no significant difference between the academic achievement scores of Government and Private Schools students.
6. There is no significant difference between achievement motivation of boys and girls.



METHODOLOGY

The present study has been conducted on the higher secondary school students of IX standard in Bangalore rural District. A random sample of 120 higher secondary school students has been selected for the present study. The Achievement Motivation Test constructed and validated by Gopal Rao (1974) was used as the tool. It was revalidated through the expert's opinion and the reliability was also found by test - retest method. In these test 20 statements having two options is used. The General Achievement Related (GAR) options are assigned a score of one where as the High Achievement Related (HAR) options are assigned a score of three.

Socio Economic Status Scale Questionnaire prepared by the investigator was used to collect information regarding socio economic background of the students. Also data regarding their academic achievement in VIII standard was collected from the class teacher.

TOOLS USED FOR THE STUDY

The following tools were used by the investigator to collect the data.

1. Gopal Rao Achievement Motivation Test.
2. Socio Economic Status Scale Questionnaire prepared by the investigator.
3. Academic achievement scores (total) secured by the students in class VIII annual examination.

SAMPLING PROCEDURE

The sample for the present investigation has been drawn from the selected government and private high schools in Bangalore rural district.

The sample of 120 students of IX standard from four different schools has been selected by using simple random sampling technique. In the first step schools were stratified based on the type of management. In the second step equal number of boys and girls from government and private schools were selected. In the sample Kannada and English medium schools are also considered.

PRESENTATION AND ANALYSIS OF DATA

Hypothesis 1

There is no significant difference between the achievement motivation and academic achievement.



The table showing the variables, size of the sample, r value, z value and significant level scores of achievement motivation and academic achievement of IX standard students is given below.

Product Moment Coefficient of correlation between achievement motivation and academic achievement.

Variables	N	r-value	z value	Level of Significance
Achievement Motivation	120	0.52	5.67	significant
Academic achievement				

The obtained z value is found to be 5.67 which are more than the table value at both 0.05 level and 0.01 level of significance hence the null hypothesis stated above is rejected and the alternative hypothesis is accepted.

Therefore an alternative hypothesis is formulated such that there is positive correlation between the achievement motivation and academic achievement of IX standard students.

Obtained r value is +0.52 which lies in the range of statistical value of correlation 0.40 and 0.60. Hence there is a moderate range of relationship between the variables in a positive direction.

It is concluded that the students of high achievement motivation show high academic achievement than the students of low achievement motivation

Hypothesis 2

There is no significant difference between achievement motivation of students belonging to different socio economic status.



Table showing the group, size of the sample, mean value, standard deviation value, significant level of high socio economic status and low socio economic status of IX standard students in relation to achievement motivation.

VARIABLES	N	Mean	S.D	t-value	Significant level
High Socio-economic status	72	24.14	2.74	2.26	Significant
Low Socio-economic status	48	22.85	3.16		

The achievement motivation scores of students based on socio economic status is calculated on the basis of family income, parents' occupation and parents' education

The obtained t-value is found to be 2.26 which is more than the table value at both 0.05 level and 0.01 level of significance. Hence the null hypothesis is rejected and the alternative hypothesis is accepted. It is concluded that there is a significant difference between the student's socio economic status and their achievement motivation.

It is interpreted that the students of high socio economic status have more achievement motivation than the students of low socio economic status.

Hypothesis 3

There is no significant difference between academic achievement of students belonging to different socio economic status.

Table showing the group, size of the sample, mean value, standard deviation value, significant level of high socio economic status and low socio economic status of IX standard students in relation to their academic achievement.

VARIABLES	N	Mean	S.D	t-value	Significant level



High Socio-economic status	72	66.26	15.43	1.77	Not Significant
Low Socio-economic status	48	61.9	10.8		

The obtained t- value is found to be 1.77 which is less than the table value 1.96 meant for 0.05 level of significance or 95% confidence. So we accept the null hypothesis and reject the alternative hypothesis.

It is concluded that there is no significant difference between academic achievement of students belonging to high and low socio economic status.

Hence it is interpreted that socio economic status has significant relation with academic achievement. However high economic group perform better in academics than the low socio ecc group when their mean scores are considered.

Hypothesis 4

There is no significant difference between achievement motivation scores of Government and Private schools students.

Table showing the group, size of the sample, means value, standard deviation value, significant level of achievement motivation of IX standard students in Government and Private schools.

VARIABLES	N	Mean	S.D	t-value	Significant Level
Government schools	60	23.51	3.00	1.43	Not Significant
Private schools	60	24.12	2.12		



The obtained t- value is found to be 1.43 which is less than the table value 1.96 meant for 0.05 level of significance or 95% confidence. So we accept the null hypothesis and reject the alternative hypothesis.

It is concluded that there is no significant difference between the students of government and private schools in their achievement motivation

Hence it is interpreted that type of school has no impact on the achievement motivation.

Hypothesis 5

There is no significant difference in the academic achievement scores between Government and Private school students

Table showing the group, size of the sample, means value, standard deviation value, significant level of academic achievement scores of IX standard students in Government and Private schools.

VARIABLES	N	Mean	Standard Deviation	t-value	Significant Level
Government school	60	60.12	10.83	1.46	Not Significant
Private school	60	62.45	8.12		

The obtained t- value is found to be 1.46 which is less than the table value 1.96 meant for 0.05 level of significance or 95% confidence. So we accept the null hypothesis and reject the alternative hypothesis.

It is concluded that there is no significant difference between the students of government and private schools in their academic achievement. Hence it is interpreted that type of school has no impact on the academic achievement.

Hypothesis 6

There is no significant difference between achievement motivation scores of boys and girls.



Table showing the group, size of the sample, means value, standard deviation value, and significant level of achievement motivation among boys and girls of IX standard students.

VARIABLES	N	Mean	Standard Deviation	t-value	Significant Level
Boys	60	23.51	3.16	0.42	Not Significant
Girls	60	23.73	2.79		

The obtained t value is found to be 0.42 which is less than the table value 1.96 meant for 0.05 level of significance or 95% confidence. Hence the null hypothesis is accepted

It is concluded that there is no significant difference between boys and girls in achievement motivation. Hence the gender has no impact on achievement motivation.

However the girls have slightly better achievement motivation compared to boys when the mean scores are considered.

FINDINGS OF THE STUDY

1. There is a significant relationship between achievement motivation and academic achievement. Students with high achievement motivation have high academic achievement and those with low achievement motivation have low academic achievement.
2. There is a significant difference in achievement motivation of students with high and low socio economic status. Socio economic status is governed by the parental education, parental occupation and parental income. It shows that the students of high socio economic status have better achievement motivation compared to the students of low socio economic status.
3. There is no significant difference in academic achievement of students with high and low socio economic status. The present investigation reveals that socio economic status has no impact on the academic achievement of students.
4. There is no significant difference between Government and Private schools students in achievement motivation. It is observed from the study that achievement motivation of the students is the same irrespective of the type of the school in which they are studying.



5. There is no significant difference between the academic achievement of students in Government and Private schools. The present study indicates the type of the school in which the students are studying is not having any impact on the academic achievement.
6. There is no significant difference between achievement motivation of boys and girls. It is concluded that there is no impact of gender on achievement motivation. However a small variation in the result is observed in favour of girls when mean score is considered.
7. There is a significant difference between academic achievement of boys and girls. The present study revealed that girls have shown considerably good academic performance when compared to boys.

EDUCATIONAL IMPLICATIONS

In this competitive age the children who have strong determination for making excellence and aspirations to reach the top positions would be successful in academic performance and life situations. Dull and mediocre children cannot get significant place but they would be forced to live ordinary life. Therefore it is necessary to encourage the children to develop the tendency of showing excellence and going ahead in life from their early age.

As McClelland was of the opinion that an extent of need to achieve has been to be a rather durable personality characteristic, it can be modified. Hence teachers can play a major role in this respect. They can give children opportunities to make decisions to indulge in activities which are new and interesting. They can help them in setting goals which are reasonably within their reach. Success in this venture has been found to promote confidence and motivation to achieve.

Therefore classroom is a laboratory for the teacher who can employ Varied achievement motivation studies in optimizing the students learning outcome. All human motives are learned in the environment irrespective of their native. The teacher can adopt suitable methods to develop achievement motivation in children.

Some of the methods to develop achievement motivation in children are as follows-

1. By narrating the biographies of great personalities who cherished great ideals.
2. By providing conducive school environment.
3. By making the children to feel the importance of motives in life and encouraging self-activity.
4. By involving children in group activities.



SUGGESTIONS FOR FURTHER STUDY

1. The same study may be conducted by taking a large sample to generalize the conclusions.
2. Similar study can be extended to other Taluk and other Districts.
3. The other statistical treatments like Anova prediction, regression, chi square test etc can be made use of.
4. Similar study may be extended to cover other personality variables.
5. The study can be conducted to all secondary school students studying in VIII, IX and X standard.
6. The same study can be conducted by experimental method for more accurate and reliable results.

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