

Impact of achievement motivation among school students

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ABSTRACT

The present study was to compare the Achievement Motivation among school students in relation to their gender and education qualification. A total sample of 120 school students (60 boys school students and 60 girls school students) were selected by applying random method sampling. The data were collected using Achievement Motivation Test by Dr. R. S. Patel. Statistical analysis Mean, SD and t-test used. The results that Significant difference is found in the Achievement Motivation of Boys and Girls School students. It means the Boys School students found better Achievement Motivation than Girls School students. No Significant difference is found in the Achievement Motivation of 10th and 12th School students. It means 10th and 12th school students are having same Achievement Motivation.

Keywords: *Achievement motivation, School students.*

Motivation is the driving force behind a person's actions. There are numerous different types of motivation, and everyone is inspired by something different. Does setting and accomplishing challenging goals excite you? Is taking a intended risk an easy choice if you know it will help you succeed? Do you thrive in a setting where you receive both negative and positive feedback because you know it will help you growth and reach new heights? For some people, these are essential components of motivation. If you answered yes to these questions, you most likely are motivated by achievement. Achievement Motivation is defined as behaviors dedicated to developing and demonstrating higher abilities. Achievement motivation is one of the three components that make up McClelland's Human Motivation Theory. This theory was proposed by social psychologist David McClelland, who studied work place motivation. His approach aimed to explain how different types of motivation affect people's performance within a business setting. McClelland proposed that there are three types of motivation that drive us all no matter what our background is. This includes achievement, affiliation, and power. In this lesson, we will only be focusing on achievement. Bharanbe, (2016). the student of private school student has significantly higher in Achievement Motivation comparison to Government school students. Tiwari, M. (2019). finding of the study revealed that both visually impaired boys and girls have by and large equal education aspiration. Visually impaired girls have better academic achievement motivation than visually impaired boys. K Kavitha Maheswari, M Aruna (2016). Significant

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difference between the gender differences of the respondents with regard to their achievement motivation.

METHODOLOGY

Objective

1. To study the difference between the mean score of Boys and Girls School students in regards to Achievement Motivation.
2. To study the difference between the mean score of 10th and 12th Standard School Students in regards to Achievement Motivation.

Hypotheses

1. There will be no significant difference between the mean score of Boys and Girls School Students in regards to Achievement Motivation.
2. There will be no significant difference between the mean score of 10th and 12th Standard School Students in regards to Achievement Motivation.

Sample

The sample of the present study constituted total 120 school students from the various school of Ahmedabad city. Future, they were classified into two groups i.e. boys (60) and girls (60). The sample was equally selected from boys and girls from both the education qualification. All the school students were selected through purposive sampling technique. The categorization and details of sample selection were presented in the following table.

Education Qualification	Gender		Total
	Boys	Girls	
10 th standard	30	30	60
12 th standard	30	30	60
Total	60	60	N= 120

Variables

Independent Variables: - Gender (Boys & Girls School students), Education Qualification (10th standard & 12th standard school students)

Dependent Variables: - The scores of the School Students on Achievement Motivation.

Tool

Achievement Motivation Test constructed and standardized by Dr. R. S. Patel was used. The test consists of total 30 items. Each item has 1 to 6 response options. Test retest reliability was 0.72. Split-half reliability was 0.70 and validity was 0.64. Age group 14 years above.

Procedure

The researcher has visited different schools of Ahmadabad city, for which the prior permission was taken from the concerned school authority and principle. After selecting a convenient group of students test and Self-information sheet were provided and asked to fill it up. Scoring was done as per the manual and the results were statistically analyzed.

Statistical Analysis

In the present study to find out the significant difference various groups of school students Mean and standard deviation (S.D), 't' test was calculated. Level of Significant checked 0.05 and 0.01 levels.

RESULTS & DISCUSSION

Table no – 1 Mean, Standard Deviation (SD) & ‘t’ Value of Achievement Motivation of Boys and Girls school students.

Gender	N	Mean	SD	‘t’	Table Value	Level of Significant
Boys	60	15.21	12.08	2.01	1.98	0.05
Girls	60	11.48	7.82			

Table no -1 shows that the mean score of Boys school students found to be 15.21 with SD 12.08 and Girls school students found to be 11.48 with SD 7.82 with regard to Achievement Motivation. The t-value testing the significance of mean difference between Boys and Girls school students found to be 2.01 which is a significant at 0.05 level. Thus, the null hypothesis stating, “There will be no significant difference between the mean score of Boys and Girls School Students in regards to Achievement Motivation.”, is rejected. It indicates that Significant difference is found in the Achievement Motivation of Boys and Girls School students. It means the Boys School students found batter Achievement Motivation than Girls School students.

Table no – 2 Mean, Standard Deviation (SD) & ‘t’ Value of Achievement Motivation of 10th and 12th standard school students.

Education qualification	N	Mean	SD	‘t’ Value	Table Value	Level of Significant
10 th standard	60	12.52	9.61	0.88	1.98	NS
12 th standard	60	14.18	10.98			

Table-2 shows that the mean score of 10th school students found to be 12.52 with SD 9.61 and 12th school students found to be 14.18 with SD 10.98 with regard to Achievement Motivation. The t-value testing the significance of mean difference between 10th and 12th school students found to be 0.88 which is not significant at 0.05 level. Thus, the null hypothesis stating, “There will be no significant difference between the mean score of 10th and 12th Standard School Students in regards to Achievement Motivation.”, is accepted. It indicates that 10th school students do not differ in their Achievement Motivation as compared to 12th school students. It means 10th and 12th school students are having same Achievement Motivation

CONCLUSIONS

1. Significant difference is found in the Achievement Motivation of Boys and Girls School students. It means the Boys School students found batter Achievement Motivation than Girls School students.
2. No Significant difference is found in the Achievement Motivation of 10th and 12th School students. It means 10th and 12th school students are having same Achievement Motivation.

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Impact of Achievement Motivation Among School Students

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Conflict of Interest

The author declared no conflict of interest.

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