

Achievement Motivation in the Students of Different Types of School

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ABSTRACT

The present investigation compares the achievement motivation of madrasa, government and private school students in Tarai, Bhabar area of Uttarakhand. The study has been conducted on a sample of 300 students (100 madrasa, 100 government school and 100 private school) were randomly selected from the various madrasa, Government and Private schools. The age range of students was from 15 to 17 years. "Achievement Motivation" by Deo-Mohan and Asha Mohan (Chandigarh), was used for measuring variables under study. The Mean and Anova was used for the purpose of statistical analysis of the data obtained. In the study, the differences were found significant on achievement motivation.

Keywords: Achievement Motivation, Madrasa, Private and Government School Students

In this world everybody wants high level of achievement. Today's modern society expects everyone to be a high achiever. Quality of performance has been regarded as a key factor for personal progress and national development. Achievement motivation 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 behaviour is achievement oriented. There is a universal tendency in man to strive, to excel and succeed and to win and go ahead of others. This tendency can be called the self-assertion or the motive to achieve (Bharanbe, 2016).

Motivation is an internal state or condition (sometimes described as a need, desire, or want) that serves to activate or energize behavior and give it direction (Kleinginna and Kleinginna, 1981). It is internal state or condition that activates behavior and gives it direction; desire for goal-oriented behavior. It decides influence of needs intensity and direction of behavior. Franken (1994) provided an additional component in his definition: the arousal, direction, and persistence of behavior. Some researchers are now beginning to acknowledge that the factors that energize behavior are assumably to be different from the factors that provide for its persistence.

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Motivation is the basic drive for all individual's actions that it refers to the dynamics of their behavior which involves their needs, desires and ambitions in life. Achievement motivation is based on reaching success and achieving all of our aspirations in life. Those who are high on achievement motivation search for tough tasks and they know they can accomplish. They work with effort and are persistent. High achievers tend to be persistent and work hard to attain goals they set for themselves (Briones & Flores, 2010).

The theory of achievement motivation is concerned with the interaction of personality and the immediate environment as a simultaneous determinant of aspiration, efforts and persistence. The individual expects that performance will be evaluated as success or failure in relation to some standard of excellence (Sarangi 2015). **Tripathi (2014)** made a comparative study of achievement motivation of boys and girls. The study was conducted on 120 students (60 boys 60 girls) studying in X standard selected purposively from Jalgaon district of Maharashtra state. Intact classes of VIII to X were taken from the four schools. For the collection of necessary information researcher used Personality Inventory (M.P.I.) by Jalota, S.S. and Kapoor, S.D. (1975) (Hindi Version). He found that achievement motivation among the boys is average and among the girls it is low. **Tali and Rosy (2012)** assessed the vocational aspirations of 200 students of 10+2 class of three govt and three private schools of Haryana in relation to their achievement motivation. They found that students having high and low achievement motivation had no difference in their vocational aspiration.

Bashir and Majeed (2016) found that the adolescent girls studying in private schools and government schools of Anantnag district differ significantly with respect to their achievement motivation. The mean score of private school students on achievement motivation is higher as compared to government school students. **Beri and Kaur (2020)** found that the achievement motivation of senior secondary school students of government schools was higher than private schools. The study exposed that the government school students have higher level of adjustment as compared to private schools. The private schools should create environment where students do not feel fear and feel honestly.

METHODOLOGY

Objective

The present study is structured for the following objective-

- To investigate the difference among madrasa, government and private school students on achievement motivation.
- To investigate the difference between boys and girls.

Hypothesis

- There would be no significant difference among madrasa, government and private school students on achievement motivation.
- There would be no significant difference between boys and girls on achievement motivation.

Variable -

A) Independent Variable

Gender - Boys and Girls

School – Madras, Private and Government

B) Dependent variable

Achievement motivation.

METHODOLOGY

Sample of the study

The sample chosen for this research is 300 students of madrasa, government and private school students from district Nainital Tarai and Bhabar were selected by random sampling method. Out of which 100 were madrasa students, 100 were government school students and 100 were private school students.

Tools

Achievement Motivation

Achievement Motivation (n-Ach) scale was constructed by Dr. Pratibha Deo and Dr. Asha Mohan (2011). It consists of 50 items. Out of 50 items 13 are negative and 37 are positive items. A positive item carries the weightage of 4, 3, 2, 1 and 0 for the categories of Always, Frequently, Sometimes, Rarely and Never. A negative item carries the weightage of 0, 1, 2, 3 and 4 for the same categories respectively.

Procedure of Data Collection

The students who were studying in madrasa, government and private school living in district Nainital Tarai and Bhabar were selected randomly. Data were randomly selected.

Statistical analysis

ANOVA was applied to know the significant difference among madrasa, government and private school students living in district Nainital and also to show the difference between sex.

RESULT

Table-1: Summary of f-test for comparing achievement motivation of madrasa, government and private school students

Source of variance	Sum of square	d.f.	Mean square	F-Ratio	Level of Significance
Among groups	3048.41	2	1524.21	3.78	<0.05
Between sex	3129.88	1	3129.88	7.76	<0.01
Interaction (type of school and between sex)	1338.25	2	669.13	1.66	NS
Within groups	118634.46	294	403.52	-	-
Total	126151	309	-	-	-

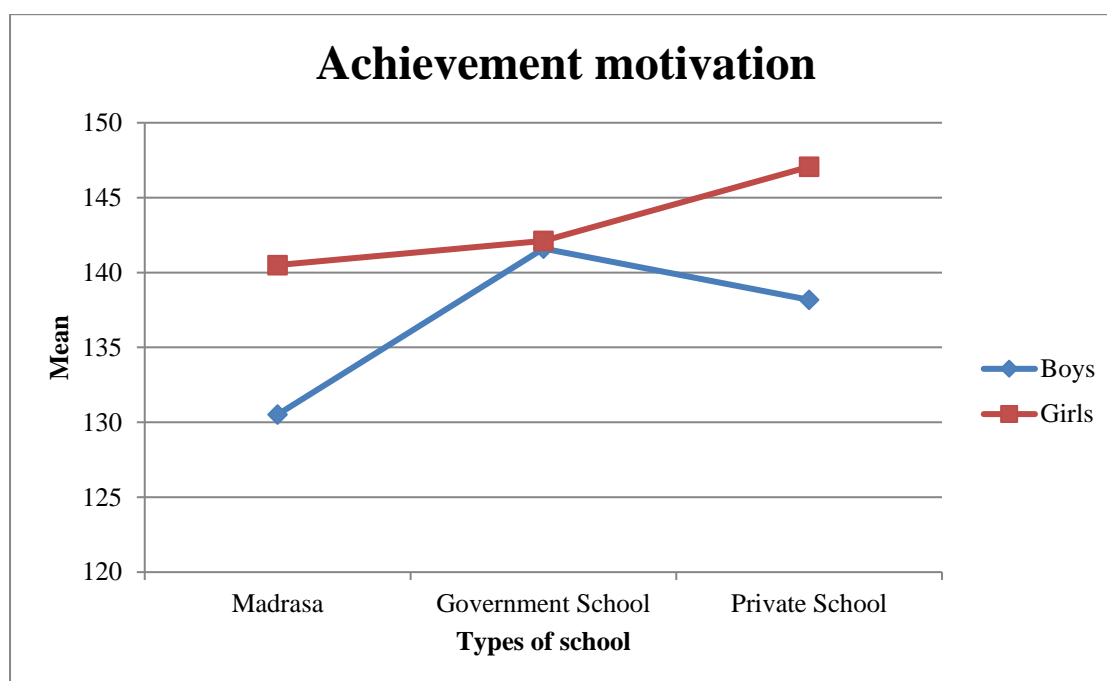
**significant at 0.05 level, *significant at 0.01 level

Table 1 reveals that F-value for achievement motivation of madrasa, government and private school students is 3.78. Required value to be significant is 3.03 at 0.05 level and 4.68 on 0.01 level Proposed hypothesis is rejected on 0.05 level but not on .01 level. There is significant difference on achievement motivation among the students of three types of school.

F-ratio for sex-condition is 7.76. Required value for the difference to be significant is 3.87 on .05 level and 6.72 on 0.01 level. Difference between male and female students is significant on .01 level. So, the hypothesis is rejected.

Now f-ratio for interaction is 1.66. For this value to indicate significant difference on 0.05 level it should exceed 3.03. Again, interaction between sex and types of schools is not significant. Null hypothesis is accepted. Result is depicted in the fig.1

Achievement Motivation in the Students of Different Types of Schools



Fig;1 Mean of interaction of Madrasa, Government school and Private school.

Table no.-2: Mean scores on achievement motivation of different type of schools.

Category of School	Mean Scores
Madrasa	135.51
Government school	141.86
Private school	142.62

The mean scores for achievement motivation of madrasa, government and private school students are shown in table 2. The mean values are presented as bar diagram in fig.2. It gives more clear view about the level of achievement motivation.

Fig 2 Mean values showing the effect type of school on achievement motivation

DISCUSSION

After applying ANOVA significant difference was found among madrasa, government and private school students at 0.05 level on achievement motivation. The mean score of madrasa is 135.51, of Government school 141.86 and of Private school 142.62. The level of achievement motivation of madrasa students was lower than that of government and private school students; this may be due to the fact that the students of madrasa are of the middle socio-economic status. **Bharande (2016)** also found that the students of private school score significantly higher on achievement motivation in comparison to government school students. **Siddiqui (2017)** also found that school students had higher achievement motivation than the madrasa students on composite achievement motivation (total achievement motivation).

In gender, significant difference was found between male and female students at 0.01 level. The mean score of boys is 136.77 and of girls is 143.23. The girls of have higher level of achievement motivation than boys. **Greene and DeBacker (2004)** found significant gender difference in achievement motivation.

CONCLUSION

After analyzing the result, it was concluded that madrasa students have lower achievement motivation than government and private schools. On the other hand it was found that girls have better achievement motivation than boys.

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Achievement Motivation in the Students of Different Types of Schools

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Conflict of Interest

The author declared no conflict of interests.

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