

## Achievement Motivation among Higher Secondary School Students

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### ABSTRACT

The present study to the achievement motivation of higher secondary school students with reference to gender and residence area. Achievement Motivation Inventory (AMI) by Jansari (2012) was used. The sample constituted total 120 students' out of which 60 were from boys (30 urban area and 30 rural area) and 60 from girl (30 urban area and 30 rural area). The data was collected from Sabarkantha District. The data was scored, analyzed as per the manual. 'F' test was being calculated. The result showed that, 1. The boys higher secondary school students group is having high achievement motivation than girls higher secondary school students group, 2. There is no significant difference in the mean score of achievement motivation among the higher secondary school students of urban area and rural area and 3. There is no significant difference in the interactive effect of the mean scores of achievement motivation with regards to gender and residence area.

**Keywords:** *Achievement Motivation, Higher Secondary School, Boys and Girls Students, Urban and Rural Area*

The High School education stage plays a significant role in the quest to develop the nation's future manpower for rapid development Quist (2003). As a result, successive governments of Ghana have made several efforts to improve the standards of learning through infrastructural development at the education sector among other policy initiatives Ankomah et-al (2005). Despite all these efforts, the standard still remains low at the high school level MOE (2008). This has prompted several research into more effective ways of improving academic standards and have found out that inadequate motivation for students of higher learning among other factors as a disincentives to learning and academic achievement Sikhwari(2014). 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. Zimmerman eta al. (1992) examined students' belief in their efficacy for self-regulated learning and their academic achievement.

Each day, students navigate the complex worlds of school and society where high levels of achievement are greatly valued. For a student to attain his or her highest level of achievement, motivation must be intact. Fostering positive achievement motivation should be a primary goal of education, not just a means to an end. By focusing on mastery, growth,

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personal goals, and competence, educators can foster a positive motivational orientation that can lead to a lifelong love of learning. Hence the investigator decided to take this study to know the level of achievement motivation.

"Achievement Motivation can be defined as a concern for excellence in performance as reflected in competition with the standards set by others or over unique accomplishment or long-time involvement" McClelland (1953).

"Achievement motivation means a person's orientation to strive for task success, persists in the face of failure and experience pride in accomplishments" Zenen (2002)

"Achievement motivation as the willingness to strive or to succeed at challenging tasks and to meet some high standards of accomplishment" Moreover and Shaffer (2008).

### ***Meaning of Achievement Motivation:***

1. Desire to complete any work not for social fame but for internal satisfaction is called Achievement Motivation.-David and Hunson
2. Situation of prior education arise by higher secondary stimulant in situation of experience of Attitude is motivation-McClelland.
3. Motivation related to Achievement of person is Achievement Motivation.
4. The Consistency of thought that can be put into competition with Quality value is Achievement Motivation.
5. To Build One Self High for getting high standard and to cop up and avoid difficulties in doing work, to compete with other and to prevent other, increase self respect by efficiency

### ***Achievement Motivation and class Education***

In student age, there are large number of students not having desire to study. It is a student's big challenge for teachers to teach such type of students. John W.Garder had noted that "teacher can easily see the difference between enthusiastic student and lazy student". It is a Chinese Quote that "To become lover of knowledge means to have interest in knowledge.

It is impossible to prevent any student from knowledge of having desire and interest in knowledge. That student himself finds possibilities of getting knowledge. He get's knowledge through its true and best mean.

The students who don't have interest in study will also do study but will not get self-education. Teacher needs to be very clever to attract attention of students and to make students to take interest in study.

Prof. McClelland has used the word "Need of Achievement" and in short is identify as "n.ach." to increase Achievement Motivation, "n.ach." is required to be increased. The suggestion of how to use Achievement Motivation in daily education is as follows.

1. The objects of education should be very clear before starting education work than only students will try to achieve it.
2. Student knows himself/herself first before setting up goals so that he/she can familiar with his/her strength and limitation. This fact is useful in personal, educational and business life.
3. McClelland said that the efforts should be done to reduce difference between actual achievement and expectation of student.

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4. While setting the level of expectation students have to make sure that things which are easily achieved, will make them lazy. Very low expectation will give cheap popularity; this should not be allowed.
5. More the environment of school is free, more inspiration for Achievement Motivation. Teacher should behave equally with every student and teacher has to give responsibly to student and also take participation in performing it.
6. To admire student in such a way that they can compete with themselves.
7. To prepare student in such a way that student can identify his/her strength himself/herself.

Element of Achievement Motivation should be included in school syllabus so that by unconsciously it can be Achievement Motivation can be implanted in them during education work.

Venkataraman S. & Manivannan S. (2018) had studied reveals some of the important results about the achievement motivation of higher secondary school students. On the basis of the results efforts are to be taken to inculcate positive expectations and attitude and self-belief among all the students to have peace full life and to become socially accepted person. Teachers and Parents should understand the importance of Achievement Motivation for the Children and should be cautious about their level of Achievement Motivation.

### *Objective*

The objectives are:

1. To Study the achievement motivation of boys and girls higher secondary students.
2. To Study the achievement motivation of higher secondary school students of urban area and rural area.
3. To Study of the interactive effect of achievement motivation with regards to gender and residence area.

## **METHODOLOGY**

### *Hypothesis*

1. There will be no significant difference in the mean score of achievement motivation among the boys and girls higher secondary school students.
2. There will be no significant difference in the mean score of achievement motivation among the higher secondary school students of urban area and rural area.
3. There will be no significant difference in the interactive effect of the mean scores of achievement motivation with regards to gender and residence area.

### *Sample*

The sample constituted total 120 students' out of which 60 were from boys (30 urban area and 30 rural area) and 60 from girl (30 urban area and 30 rural area) from Sabarkantha District.

### *Research Design*

A total sample of 120 students' equally distributed between higher secondary schools from Sabarkantha District selected for the research study.

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### *Showing the table of Sample Distribution*

Residence area	Gender		Total
	Boy Students	Girl Students	
Urban Area	30	30	60
Rural Area	30	30	60
Total	60	60	120

### *Variable*

#### **Independent Variable**

1. **Gender:** Boys and Girls students.
2. **Residence area:** Urban Area and Rural Area.

#### **Dependent Variable**

Achievement Motivation Score

### *Tools*

The Achievement Motivation Inventory (AMI) by Jansari (2012). The administered individually or in a group of 30 to 40 people. It has 25 items for each item, 6 alternative responses are given. Out of which, 2 are associated with achievement, 2 are associated with task imagination and 2 are associated with unrelated imagination. The test re-test reliability is 0.6301 and Split Half reliability is 0.7245. Validity for AMI's correlation with TAT is found to be 0.5411 and with AMS is found to be 0.5683.

### *Procedure*

The permission was granted from various higher secondary schools for data collection in Sabarkantha District after the establishment of rapport, personal information and the Achievement Motivation Inventory (AMI) was administrated the data was collected, scored as per the manual and analyzed. The statistical method 'F' test was calculated and results were interpreted.

## RESULT AND DISCUSSION

*Table: 1 The Table showing sum of variance mean 'F' value and level of significance of type of school and gender.*

Sum of Variance	Df	Mean	F-value	Sign. Level
SS <sub>A</sub>	1	686.41	7.01	0.01
SS <sub>B</sub>	1	156.41	1.60	N.S.
SS <sub>A*B</sub>	1	114.08	1.17	N.S.
SS <sub>Error</sub>	116	97.86	—	—
SS <sub>Total</sub>	119	12308.59	—	—

\*0.05=3.92, \*\*0.01=6.84, N.S.= Not Significant

A = Gender      B = Residence area

A1 = Boys Students      B1 = Urban Area

A2 = Girls Students      B2 = Rural Area

*Table: 2 The Table showing the Mean Score of achievement motivation of gender.*

	A (Gender)		'F' value	Sign.
	Boys Students A1	Girls Students A2		
<b>M</b>	29.25	24.47	7.01	0.01
<b>N</b>	60	60		

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The above table no.2 shows the mean score of achievement motivation of boys and girls higher secondary school students. The mean score of boys higher secondary school students group is 29.25 and girls higher secondary school students group is 24.47. The 'F' value is 7.01 significant at 0.01 level. This means that the two group under study differ significantly in relation to achievement motivation and gender. It should be remembered here that, according to scoring pattern, higher score indicates high achievement motivation. Thus, from the result shows that, the boys higher secondary school students group is having high achievement motivation than girls higher secondary school students group. Therefore, the hypothesis no.1 that, "There will be no significant difference in the mean score of achievement motivation among the boys and girls higher secondary school students" is rejected.

**Table: 3 The Table showing the Mean Score of achievement motivation of residence area.**

	B (Residence area)		'F' value	Sign.
	Urban Area B1	Rural Area B2		
M	28.00	25.72	1.60	N.S.
N	60	60		

The above table no.3 shows the mean score of achievement motivation among higher secondary school students of urban area and rural area. The mean score of higher secondary school students of urban area group is 28.00 and higher secondary school students of rural area group is 25.72. The 'F' value is 1.60, which was found to be not- significant level at 0.05. Therefore, the hypothesis no.2 that, "There will be no significant difference in the mean score of achievement motivation among the higher secondary school students of urban area and rural area" is accepted.

**Table: 4 The Table showing the interactive effect of the Mean Score of achievement motivation of gender and residence area.**

			A		'F' value	Sign.
			A1	A2		
M	B	B1	31.37	24.63	1.17	N.S.
		B2	27.13	24.30		
N			60	60		

The above table no.4 shows the interactive effect of achievement motivation among the gender and residence area. The mean score of boys higher secondary school students of urban area group is 31.37, boys higher secondary school students of rural area group is 27.13, girls higher secondary school students of urban area group is 24.63, and girls higher secondary school students of rural area group is 24.30. The 'F' value is 1.17, which was found to be not-significant level at 0.05. Therefore, the hypothesis no.3 that, "There will be no significant difference in the interactive effect of the mean scores of achievement motivation with regards to gender and residence area" is accepted.

### **CONCLUSION**

1. The boys higher secondary school students group is having high achievement motivation than girls higher secondary school students group.

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2. There is no significant difference in the mean score of achievement motivation among the higher secondary school students of urban area and rural area.
3. There is no significant difference in the interactive effect of the mean scores of achievement motivation with regards to gender and residence area.

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### ***Conflict of Interest***

The author(s) declared no conflict of interest.

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