

A Comparative Study Achievement Motivation and Study Habits of School Going Students on Rajkot District Area

Dr. Vandana N Solanki^{1*}

ABSTRACT

The Present study main aim achievement motivation and study habit of school going students. The random sample consisted of 240 boys and 240 girls of high and senior secondary schools of Rajkot districts. In this study Investigator was used Achievement Motivation Inventory developed by Jansari and Study Habits Inventory developed by M. N. Palsane and S. Sharma for testing of the student's achievement motivation and study habits. The results reported that the main effect of urban and rural area, types of school and gender on achievement motivation and study habits was very highly significant.

Keywords: *Achievement Motivation, Study Habit, Students, Urban-Rural, Granted, Non-Granted Reserved, Un-Reserved, Male- Female Students*

Education is the process of developing the capacities and potentials of the individual so as to prepare that individual to be successful in a specific society or culture. From this perspective, education is serving primarily as an individual development function. Education begins at birth and continues throughout life. It is constant and ongoing. Schooling generally begins somewhere between the ages four and six when children are gathered together for the purposes of specific guidance related to skills and competencies that society deems important. In the past, once the formal primary and secondary schooling was completed the process was finished. However, in today's information age, adults are quite often learning in informal setting throughout their working lives and even into retirement.

Education, in its broadest sense, may be defined as a process designed to inculcate the knowledge, skills and attitudes necessary to enable individuals to cope effectively with their environment. Its primary purpose is to foster and promote the fullest individual self realization for all people. Achieving this goal requires understanding of commitment to the proposition that education is a primary instrument for social and economic advancement of human welfare (Verma, 1990).

¹ Ph.D., Department of Psychology, Saurashtra University, Rajkot, Gujarat, India

**Responding Author*

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A Comparative Study Achievement Motivation and Study Habits of School Going Students on Rajkot District Area

School achievement may be affected by various factors like intelligence, study habits, and attitudes of pupil towards school, different aspects of their personality, socio economic status, etc. The desire of success is derived from individual's concept of himself and in terms of the meaning of various incentives as they spell success and failure in the eye of others. Thus a child who sees himself as top ranking, as scholars, may set as his goal the attainment of the highest grade in the class.

Definition Motivation

'Motivation is to find those approaches that will make the child eager for the kind of learning the school endorses.' -**Bernard**

'Motivation is the influence of general pattern of activities indicating and directing the behavior of the organism.' -**Johnson**

Definition Achievement Motivation

A behavior can be considered achievement motivated when it involves “*competition with a standard of excellence.*”

“The achievement motivation is conceived as a latent disposition which is manifested in over striving only when the individual perceives performance as instrument to a sense of personal accomplishment”. **Atkinson & Feather**

“Achievement motivation is defined in terms of the way an individual orients himself towards object of conditions that he does not process. If he values those objects and condition and he feels that he ought to process them, he may be regarded as having an Achievement motive.”

-Irving Sarnoff

Study habits

Many students do badly academically, due to factors other than low intellectual capacity. One such factor is poor study habits, which often result in poor academic performance even among the naturally bright students. Habits are true indicators of individuality in a person. So study habits are the behavior of an individual related to studies. Which is adjudged from his study habits? In the process of learning, learners' habitual ways of exercising and practicing their abilities for learning are considered as study habits of learners.

Study habits play a very important role in the life of students. Success or failure of each student depends upon his own study habits. Of course, study is an art and as such it requires practice. Some students study more but they fail to achieve more. Others study less but achieve more. Success of each student definitely depends upon ability, intelligence and effort of students. No doubt, regular study habits bring their own rewards in the sense of achievement of success.

REVIEW OF LITERATURE

Christian (1983) studied need achievement and study habits of the pupils of standard 10th in relation to sex, study habits inventory of Patel (1976) and TAT test of Mehta were administered on a sample of 79 girls and 68 boys. The analysis of variance revealed that girls and boys had equally good study habits. The study suggested that study habits are one of the important factors, which is helpful to achieve more in the promising field. **Singh (1987)** investigated into the Study habits of scheduled caste adolescents in relation to their intelligence and achievement motivation. The random sample consisted of 100 boys and 100 girls of 9th standard at high and senior secondary schools of Bilaspur, Kangra and Simla districts of Himachal Pradesh in India. Study habits Inventory and general mental ability test and TAT were used for the study. General mental ability test above the mean score were considered as high group and below the mean scores as low group. The results reported that the main effect of intelligence ($F=9.03^{***}$) on study habits was very highly significant. High intelligent group had better study habits than the low intelligent group. **Sampath and Selvarajnanaguru (1997)** studied the Study habits of higher secondary commerce students. 428 higher secondary second year commerce studying in Chidambaram taluk in Tamil Nadu were selected by using cluster sampling technique. Study Habit Inventory of Mukopadhyay and Sansanwal (1983) were used as a tool of the study. The 't' test indicated that there was no significant difference between study habits of boys and girls.

Problem

'A Psychological Study Achievement Motivation and Study Habits of School Going Students on Rajkot District Area'

Objectives of the Study

The following main objectives were formulated for the present study.

1. To study the effect of sex (boy-girl) on an achievement motivation.
2. To find out whether there is any significant difference in achievement motivation of urban and rural students.
3. To check out whether there is any significant difference in achievement motivation of private and government school's students.
4. To examine the effects of achievement motivation reserved and non – reserved students.
5. To study the effect of sex (boy-girl) on a study habits.
6. To find out whether there is any significant difference in study habits of urban and rural students.
7. To check out whether there is any significant difference in study habits of private and government school's students.
8. To examine the effects of study habits reserved and non – reserved students.

**A Comparative Study Achievement Motivation and Study Habits of School Going Students on
Rajkot District Area**

Hypothesis

The following research null hypotheses were tested in the present study.

1. There is no significant difference in achievement motivation between male and female students.
2. There is no significant difference in the achievement motivation between urban and rural students.
3. There is no significant difference in the achievement motivation between private and government school's students.
4. There is no significant difference in the achievement motivation between reserved and non – reserved students.
5. There is no significant difference in the study habits between male and female students.
6. There is no significant difference in the study habits between urban and rural students.
7. There is no significant difference in the study habits between private and government school's students.
8. There is no significant difference in the study habits between reserved and non – reserved students.

Variable

Table 9, Nature and level of selected variables.

NO.	Name of Variable	Nature of variable	Number of Level	Name of Level
1.	Gender	Independent Variable	2	(1) Boy (2) Girl
2.	Area of residence	Independent Variable	2	(1) Urban (2) Rural
3.	Type of school	Independent Variable	2	(1) Granted (2) Non Granted
4.	Category	Independent Variable	2	(1) Reserved (2) Non Reserved
5.	Achievement motivation	Dependent Variable	1	Level of Achievement Motivation
6.	Study habits	Dependent Variable	8	Type of Study Habits

Sample

According to the objectives of this study, the population of this research is students of all secondary – higher secondary school of the Rajkot district, where standard – 9th to 12th has been taught. In this research samples was selected randomly from all secondary schools in the Bhavnagar district. Researcher was selected 240 boys and 240 girls' students from different school. So there were total 480 samples selected in this research.

A Comparative Study Achievement Motivation and Study Habits of School Going Students on Rajkot District Area

Tools

Following tools were used to collect the data from students.

(A) Achievement motivation inventory- Ashvin Jansari

In this study Investigator was used **Achievement motivation inventory** by **Ashvin Jansari** for testing of the student's **Achievement motivation**. It inventory published by Bhatri Manomapan Centre, Ahmedabad, Gujarat, India.

Reliability

The reliability of the AMI test was computed through two methods, that is, test-retest method and the split method. In order to compute the test-retest reliability, the test was administered twice on a sample of 120 pupils with 30 days gap. Subsequently, Pearson r was computed between the two sets of scores. The obtained Coefficient of correlation was 0.6301. For the split half reliability of the test, it was administered on a fresh sample of 120 students. The resulting correlation coefficient was 0.7245.

Validity

The inventory, besides having high face validity, has the other validity coefficients which are given below:

Table 10: Validity of Achievement motivation inventory

Sr. no	Name of tests	N	Validity coefficients
1.	TAT AND AMS	50	0.5411
2.	AMT AND AMS	100	0.5683

2. Study Habits Inventory - M. N. Palsane and S. Sharma.

In this study Investigator was used Study Habits Inventory by M. N. Palsane and S. Sharma for testing of the student's study habits. It inventory published by national psychological corporation, Agra, India. This is a three – point scale with 45 items. Every item has three-point as like 'always', 'sometimes' and 'never'. In this inventory the overall scores give a measure of study habits.

Reliability

The reliability of the inventory is determined by two methods.

- 1) The reliability coefficient was found to be 0.88 by test retest method (with an interval of 4 weeks) on a sample of 200 male students of undergraduate classes.
- 2) The reliability coefficient was found to be 0.67 with an interval of 3 months on samples of 60 girls studying in intermediate classes.
- 3) Using slip half techniques on 150 boys of intermediate and undergraduate classes, the coefficient of correlation was found to be 0.56 between odd and even item.

Validity

The inventory, besides having high face validity, has the other validity coefficients which are given below:

Table: 11, (a) With external criterion (similar type of study habit inventories)

Sr. no	Name of other tests	N	Validity coefficients
3.	Study habit inventory –Mukhopadhyaya and	80	0.69

**A Comparative Study Achievement Motivation and Study Habits of School Going Students on
Rajkot District Area**

Sr. no	Name of other tests	N	Validity coefficients
	Sansanwal		
4.	Test of study habits and attitudes – C.P. Mathur	80	0.67
5.	Study habit inventory – B.V.Patel	80	0.74
6.	Study involvement inventory – Asha Bhatnagar	80	0.83

Table 12: (b) With other variable measures

Sr. no	Name of other tests	N	Validity coefficients
1.	Verbal achievement motivation test – V.P. Bhargava	50	0.46
2.	Scholastic achievement (total marks in annual examination)	50	0.42
3.	Level of aspiration - Shah and Bhargava	50	0.58
4.	Projective test of achievement motivation – P. Deo	50	0.53
5.	Reading comprehension test – Ahuja & Ahuja	50	0.76

The above validity coefficients indicate that the inventory has sufficiently high validity with other similar inventories and allied measures by other authors and have significant relationship with other variables which influence the study habits and academic performances. For research purposes, the inventory can be safely recommended for use with the sample for which it has been prepared.

Research Method

This research was focus on achievement motivation and study habits of school going students. So researcher was in the beginning take the list of secondary school of the rajkot district. Then keeping in mind the objectives of this research, schools were selected from this list by random method. After this processes students was selected as a sample from selected school. Investigator was got permission of proper time and will take visit of the school and give some instruction and tool for data collection. The inventory was administered individually on the groups of students. The students were asked to read instructions carefully and give their responses genuinely on all the items of score collecting tool. Totally 480 students data added in last sample. The analysis of the data was prepared by data – sheet. The analysis of row data was prepared by necessary and proper statistical method.

Statistical Techniques

In this research the obtained data was tabulated and analyzed. ‘t’ test was employed study the significant difference between the means of scores of gender boys and girls, area of residence urban and rural, granted and non granted schools, reserved and non reserved category on achievement motivation and study habits. Pearson’s rank correlation method was employed to examine the relationship between achievement motivation and study habits.

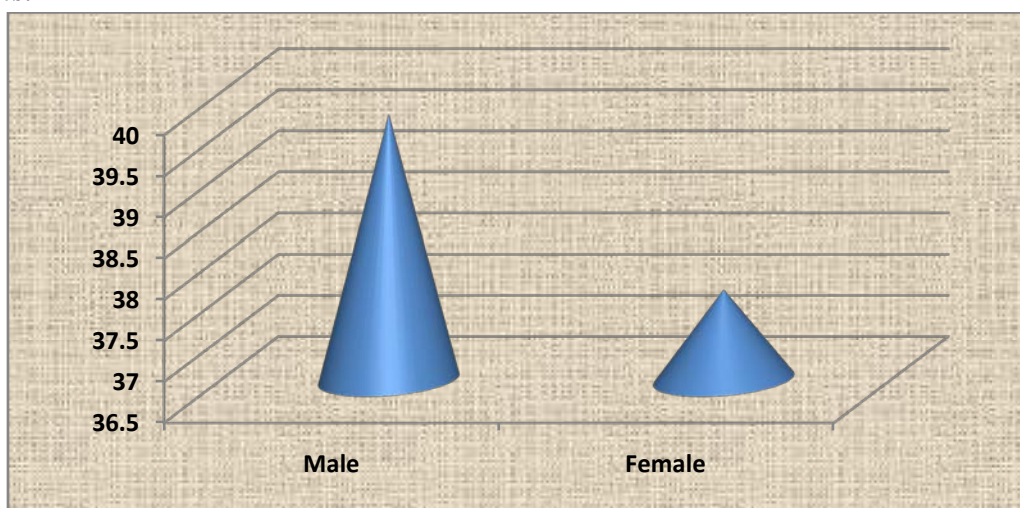
RESULT AND DISCUSSIONS

HO: 1 There is no significant difference in achievement motivation between male and female students.

Table: 1 Mean, SD, SED and 't' value of achievement motivation scores of male and female students.

Group	N	Mean	SD	SED	't' Value	
					Tabulated	Calculated
Male	240	39.73	5.91	0.55	2.58	3.89
Female	240	37.60	6.09			

Figure 1, Comparative Analysis of the achievement motivation scores of male and female students.



The graph shows the achievement motivation scores of male and female students. The achievement motivation score of male students found to be higher as compared to the female students. The t-test was applied to see the significance of difference between the mean scores of the male and female students. It was found that the scores of male students on Achievement motivation inventory (M = 39.73, SD = 5.91) was significantly higher than female students (M = 37.60, SD = 6.09). The calculated value of t = 3.89 was found greater than the tabulated value t = 2.58 at 0.01 level of significance.

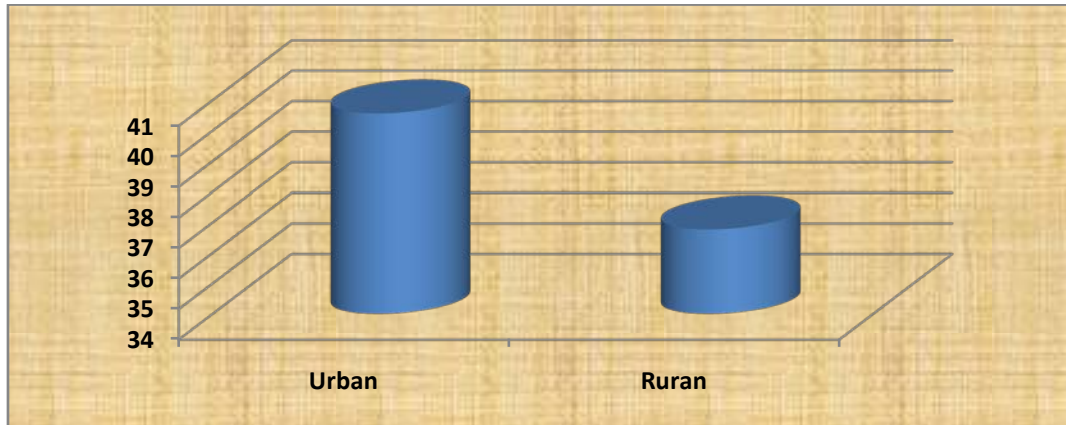
HO2 There is no significant difference in the achievement motivation between urban and rural students.

Table: 2 Mean, SD, SED and 't' value of achievement motivation scores of urban and rural students.

Group	N	Mean	SD	SED	't' Value	
					Tabulated	Calculated
Urban	240	40.56	4.95	0.53	2.58	5.28
Rural	240	36.77	6.52			

A Comparative Study Achievement Motivation and Study Habits of School Going Students on Rajkot District Area

Figure 2 Comparative Analysis of the achievement motivation scores of urban and rural students.



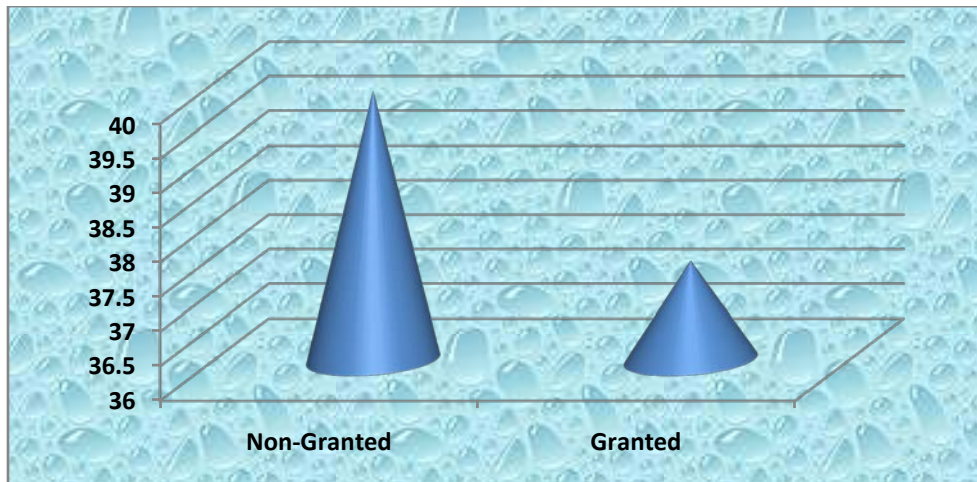
The graph shows the achievement motivation scores of urban and rural students. The achievement motivation score of urban students found to be higher as compared to the rural students. The t-test was applied to see the significance of difference between the mean scores of the urban and rural students. It was found that the scores of urban students on Achievement motivation inventory ($M = 40.56$, $SD = 4.95$) was significantly higher than rural students ($M = 36.77$, $SD = 6.52$). The calculated value of $t = 5.28$ was found greater than the tabulated value $t = 2.58$ at 0.01 level of significance.

HO3 There is no significant difference in the achievement motivation between private and government school's students.

Table: 3 Mean, SD, SED and 't' value of achievement motivation scores of private and government school's students.

.Group	N	Mean	SD	SED	't' Value	
					Tabulated	Calculated
Non Granted	240	39.89	6.44	0.51	2.58	4.87
Granted	240	37.43	4.45			

Figure 3 Comparative Analysis of the achievement motivation scores of private and government school's students.



A Comparative Study Achievement Motivation and Study Habits of School Going Students on Rajkot District Area

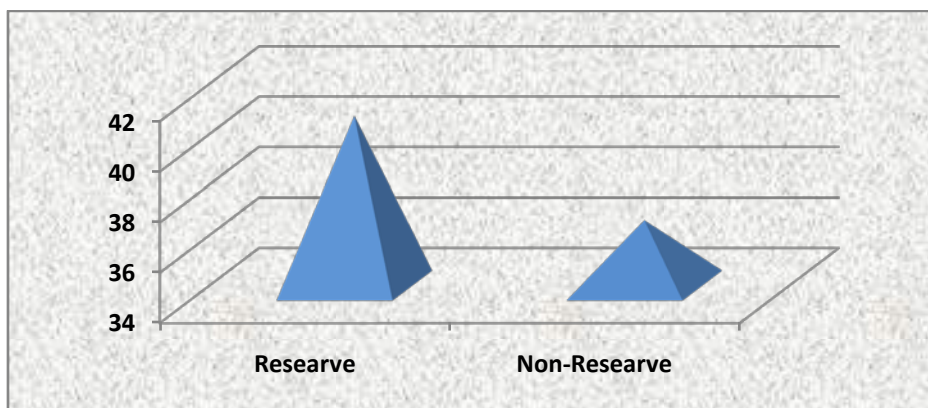
The graph shows the achievement motivation scores of private and government school's students. The achievement motivation score of private school's students found to be higher as compared to the government school's students. The t-test was applied to see the significance of difference between the mean scores of the private and government school's students. It was found that the scores of private school's students on Achievement motivation inventory ($M = 39.89$, $SD = 6.44$) was significantly higher than government school's students ($M = 37.43$, $SD = 4.45$). The calculated value of $t = 4.87$ was found greater than the tabulated value $t = 2.58$ at 0.01 level of significance.

HO4 There is no significant difference in the achievement motivation between reserved and non – reserved students.

Table: 4 Mean, SD, SED and 't' value of achievement motivation scores of reserved and non – reserved students.

Group	N	Mean	SD	SED	't' Value	
					Tabulated	Calculated
Reserved	240	40.73	5.51	0.53	2.58	7.89
Non – reserved	240	36.60	5.95			

Figure 4 Comparative Analysis of the achievement motivation scores of reserved and non – reserved students.



The graph shows the achievement motivation scores of reserved and non – reserved students. The achievement motivation score of reserved students found to be higher as compared to the non – reserved students. The t-test was applied to see the significance of difference between the mean scores of the reserved and non – reserved student. It was found that the scores of private school's students on Achievement motivation inventory ($M = 40.73$, $SD = 5.11$) was significantly higher than government school's students ($M = 36.60$, $SD = 5.95$). The calculated value of $t = 7.89$ was found greater than the tabulated value $t = 2.58$ at 0.01 level of significance.

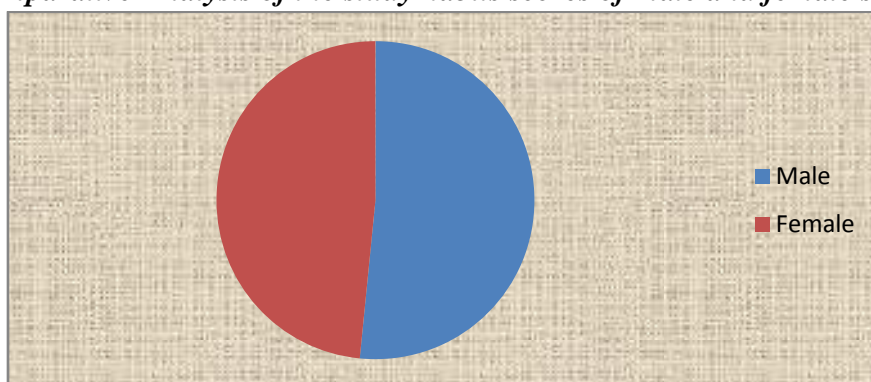
HO5 There is no significant difference in the study habits between male and female students.

A Comparative Study Achievement Motivation and Study Habits of School Going Students on Rajkot District Area

Table: 5 Mean, SD, SED and 't' value of study habits scores of male and female students.

Group	N	Mean	SD	SED	't' Value	
					Tabulated	Calculated
Male	240	76.56	9.67	0.99	2.58	4.73
Female	240	71.90	11.80			

Figure 5 Comparative Analysis of the study habits scores of male and female students.



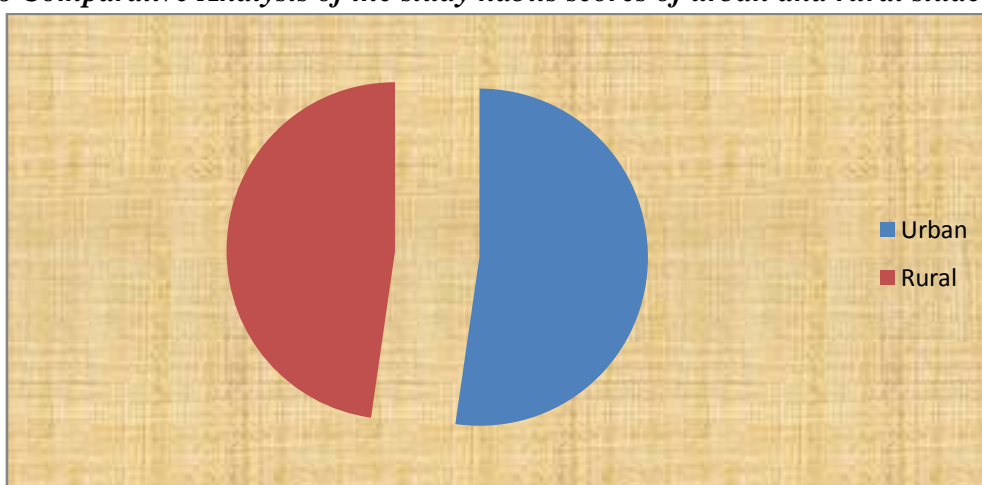
The graph shows the study habits scores of male and female students. The study habits score of male students found to be higher as compared to the female students. The t-test was applied to see the significance of difference between the mean scores of the male and female students. It was found that the scores of male students on Study Habits Inventory (M = 76.56, SD = 9.67) was significantly higher than female students (M = 71.90, SD = 11.80). The calculated value of t = 4.73 was found greater than the tabulated value t = 2.58 at 0.01 level of significance.

HO: 6 There is no significant difference in the study habits between urban and rural students.

Table: 6 Mean, SD, SED and 't' value of study habits scores of urban and rural students.

Group	N	Mean	SD	SED	't' Value	
					Tabulated	Calculated
Urban	240	77.63	11.31	1.00	2.58	6.77
Rural	240	70.83	10.69			

Figure 6 Comparative Analysis of the study habits scores of urban and rural students.



A Comparative Study Achievement Motivation and Study Habits of School Going Students on Rajkot District Area

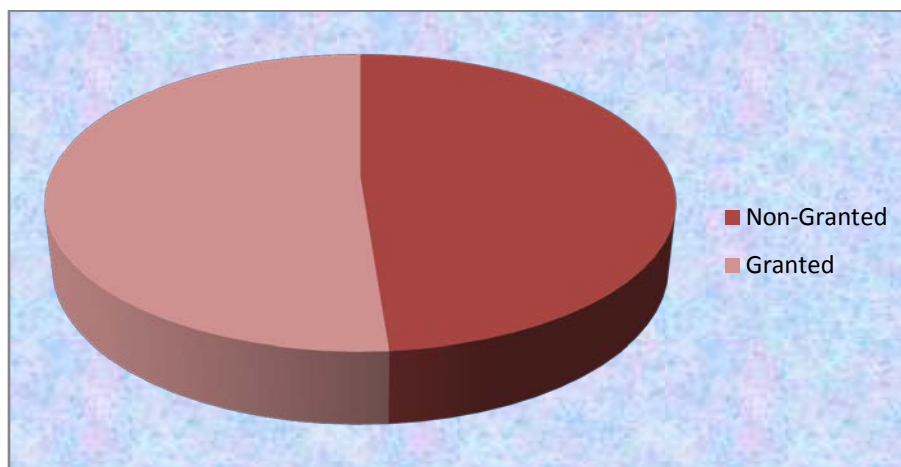
The graph shows the study habits scores of urban and rural students. The study habits score of urban students found to be higher as compared to the rural students. The t-test was applied to see the significance of difference between the mean scores of the urban and rural students. It was found that the scores of urban students on study habits inventory (M = 77.63, SD = 11.31) was significantly higher than rural students (M = 70.83, SD = 10.69). The calculated value of $t = 6.77$ was found greater than the tabulated value $t = 2.58$ at 0.01 level of significance.

HO7 There is no significant difference in the study habits between private and government school's students.

Table: 7 Mean, SD, SED and 't' value of study habits scores of private and government school's students.

Group	N	Mean	SD	SED	't' Value	
					Tabulated	Calculated
Non-Granted	240	72.42	11.11	0.99	2.58	3.64
Granted	240	76.04	10.66			

Figure 7 Comparative Analysis of the study habits scores of private and government school's students.



The graph shows the study habits scores of private and government school's students. The study habits score of granted school's students found to be higher as compared to the non-granted school's students. The t-test was applied to see the significance of difference between the mean scores of the private and government school's students. It was found that the scores of private school's students on study habits inventory (M = 72.42, SD = 11.11) was significantly higher than government school's students (M = 76.04, SD = 10.66). The calculated value of $t = 3.64$ was found greater than the tabulated value $t = 2.58$ at 0.01 level of significance.

HO8 There is no significant difference in the study habits between reserved and non-reserved students.

A Comparative Study Achievement Motivation and Study Habits of School Going Students on Rajkot District Area

Table: 8 Mean, SD, SED and 't' value of study habits scores of reserved and non – reserved students.

Group	N	Mean	SD	SED	't' Value	
					Tabulated	Calculated
Reserved	240	77.40	10.73	0.97	2.58	6.57
Non – reserved	240	71.06	10.41			

Figure 8 Comparative Analysis of the study habits scores of reserved and non – reserved students.



The graph shows the study habits scores of reserved and non – reserved students. The study habits score of reserved students found to be higher as compared to the non – reserved students. The t-test was applied to see the significance of difference between the mean scores of the reserved and non – reserved student. It was found that the scores of private school’s students on study habits inventory (M = 77.40, SD = 10.73) was significantly higher than government school’s students (M = 71.06, SD = 1.41). The calculated value of t = 6.57 was found greater than the tabulated value t = 2.58 at 0.01 level of significance.

CONCLUSION

Following research null hypotheses were tested in the present study.

1. There is no significant difference in achievement motivation between male and female students.
2. There is no significant difference in the achievement motivation between urban and rural students.
3. There is no significant difference in the achievement motivation between private and government school’s students.
4. There is no significant difference in the achievement motivation between reserved and non – reserved students.
5. There is no significant difference in the study habits between male and female students.
6. There is no significant difference in the study habits between urban and rural students.
7. There is no significant difference in the study habits between private and government school’s students.
8. There is no significant difference in the study habits between reserved and non – reserved students.

A Comparative Study Achievement Motivation and Study Habits of School Going Students on Rajkot District Area

Limitations of the study

The main limitations of the study are as follows:

1. In this research only 480 students are included.
2. In this research the tools which we used had also some limitations that limitations are also implies to this research.
3. In this study researcher used 't' test but if LSD test is used than it gives more useful results.
4. In this study the information about the students which researcher got in Bhavnagar district, the results from this information is limited for Bhavnagar district only.

Suggestions for Further Study

1. Problems and personality of the students can be studied.
2. Academic anxiety of Students of the joint family and separate family can be studied.
3. The I.Q. of students can be studied.
4. The study habits of students of the government school and private school can be comparatively studied.
5. The education level of parents and problems of students can be comparatively studied.
6. The study habits of students of urban and rural area can be comparatively studied.

Acknowledgments

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Conflict of Interests: The author declared no conflict of interests.

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