Influence of Achievement Motivation on Academic Achievement of Secondary School Students

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Abstract

Achievement motivation is considered a prerequisite for success in academic settings. The present study was carried out with the objectives to find the differences of academic achievement on the basis of gender, academic streams and location. The study was carried on 100secondary students of R.S.Pura of Jammu region, 50 males and 50 females (ages 16-18 years) selected by purposive sampling method. The data was collected by using Achievement Motivation Scale which was constructed by Deo-Mohan's Achievement motivation scale, Hindi and English version. English form of Achievement motivation scale was used in the present study. It has 50 items out of which 13 are negative and 37 are positive items. T-Test was used for deriving the results. Significant difference was found between the achievement motivation of sciences and arts stream students and achievement motivation among male and female secondary students achievement motivation among rural and urban students. The differences indicate significant role of gender and academic majors in achievement motivation of college students.

Keywords: Academic Achievement, Achievement Motivation, Secondary School Students.

Introduction

The word motivation is derived from the Latin word "movere", which means to move. Motivation is defined as an internal drive that activates behaviour and gives it direction. A motive is an impulse that causes a person to act. Motivation is an internal process that makes a person move toward a goal. Motivation, like intelligence, can't be directly observed. Instead, motivation can only be inferred by noting a person's behaviour. There are many different theories of motivation. In Educational Psychology, we focus specifically on motivation for learning rather than for behaviour. The major types of motivation for learning are intrinsic and extrinsic. Intrinsic motivation comes from within the student or from factors inherent in the task being performed. For example, students who love to read are intrinsically motivated to read - there is something about reading that they enjoy and that makes them want to do it even if there is no "reward" for it. Extrinsic motivation comes from sources external to the student and the task. It can come through praise, recognition, or a system of rewards. For example, for students who do not enjoy reading, a token economy involving stickers or a class store may prompt them to read more often (Damral, B.D., 2003) Achievement motivation is a widely researched topic in both the fields of psychology and education. Achievement motivation can best be understood by examining the meanings of "achievement" and "motivation" separately. Achievement typically stresses the importance of accomplishment and attainment with effort involved (Mandel & Marcus, 1988).

As teachers, we hope to promote intrinsic motivation in our students as it encourages life-long learning. It is difficult to encourage intrinsic motivation all of the time, however, especially because we spend over 900 hours per year in the classroom. Some strategies for promoting intrinsic motivation include arousing interest in the subject matter, maintaining curiosity, using a variety of interesting presentation modes, and helping students set their own goals. A number of other strategies such as student choice, demonstrating the relevance or usefulness of content, and collaboration can also help encourage intrinsic motivation. (Maslow, 1954) Achievement motivation is the tendency to choose goal oriented success or failure activities. Achievement motivation forms to be the basic for a good

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life. People who are oriented towards achievement, in general, enjoy life and feel in control. Being motivated keeps people dynamic and gives them self-respect. They set moderately difficult but easily achievable targets, which help them, achieve their objectives. They do not set up extremely difficult or extremely easy targets. By doing this they ensure that they only undertake tasks that can be achieved by them. Achievement motivated people prefer to work on a problem rather than leaving the outcome to chance. It is also seen that achievement motivated people seem to be more concerned with their personal achievement rather than the rewards of success. It is generally seen that achievement motivated people evidenced a significantly higher rate of advancement in their company compared to others. Programs and courses designed, involves seven "training inputs." The first step refers to the process through which achievement motivation thinking is taught to the person. The second step helps participants understand their own individuality and goals. The third assist participants in practicing achievement-related actions in cases, role-plays, and real life. A fourth refers to practicing of achievement-related actions in business and other games. A fifth input encourages participants to relate the achievement behaviour model to their own behaviour, self-image, and goals. The sixth program facilitates participants to develop a personal plan of action. Finally, the course provides participants with feedback on their progress towards achieving objectives and targets. Achievement motivation is a stable learned characteristic in which satisfaction comes from striving for and achieving a level of excellence. Achievement motivation is a drive to excel in learning tasks combined with the capacity to experience tried in accomplishment (Gupta .R. 2003)

Review of Literature

Review is the term which is made of two words re means again and view means to serve. Thus review of related literature is one of the essential step for conduct of the study. It helps the researchers to acquaint with the current knowledge in the field in which the research is undertaken. Thus it provides insight to the investigator to find the area of the interest. (Koul, L. 2004).Studies conducted in the field of Achievement Motivation are; Atkinson and Feather (1966) suggested that achievement motivation is a combination of two personality variables: tendency to approach success and tendency to avoid failure. Helmreich & Spence (1978) consolidated the theories concerning achievement motivation and compiled the Work and Family Orientation Questionnaire (WOFO). Meanwhile, they conducted a factor analysis and argued that achievement motivation consists of four elements, i.e. mastery of needs, work orientation, competition, and personal. Patrikakou, E.N. (1997). A model of parental attitudes and the academic achievement of adolescents. Motivation is generally regarded as the drive to achieve targets and the process to maintain the drive. Motivation provides an important foundation to complete cognitive behaviour, such as planning, organization, decision-making,

learning, and assessments (Pintrich & Schunk, 1996). Spence and Helmreich (1983) defined achievements as task-oriented behaviour. Performances of individuals are often compared against standards or with others for assessments. Unconcern Bigge and Hunt (1980) defined achievement motivation as the drive to work with diligence and vitality, to constantly steer toward targets, to obtain dominance in challenging and difficult tasks and create sense of achievement as a result.. Work by Eccles, Lord, Roeser, Barber, and Jozefowicz (1997) found that gender differences in enrolment in advanced mathematics courses in high school are mediated by gender differences in expectations for success in math and physics and perceived value of competence in math. Sparrow (1998) found that motivations have influence on the formation of psychological contracts. Motivations include meaningful work, job security, and a sense of achievement, promotional channels, and opportunities. Trusty, J., & Pirtle, T. (1998). Parents' transmission of educational goals to their adolescent children. Trusty, J. (1998) Family influences on educational expectations of late adolescents. Trusty, J. (2000) study on High educational expectations and low achievement Stability of educational goals across adolescence. Males and females were found to have different competence-related beliefs during childhood and adolescence Wigfield & Eccles, (2002). Results revealed that boys had higher competence beliefs in sports activities and math compared to girls. However, girls had higher competence beliefs in reading, English, and social activities compared to boys. Linnenbrink and Pintrich (2002) posited that competence beliefs are important because they predict performance and task choice. These beliefs also affect the student's motivation to succeed and achieve a goal. Accord & Wigfield, (2002), conducted achievement-related performance on individuals'. Jacobs, Lanaz, Osgood, Eccles, and Wigfield (2002) found that self-concept of ability and task value in math decline for both genders between first and twelfth grades with no real difference between girls and boys trajectories over time. Slavin, (2006).studied those who are extrinsically motivated to learn, are motivated to learn for external rewards and intrinsically motivated students are well achiever. Vaidharani and Chamundeswari (2006), who have reported that academic achievement of the students is positively correlated with intelligence, Bui, K. (2007). Educational expectations and academic achievement among middle and high school students. Education, 127(3), 328-331. research revealed that high s and academic achievements were reciprocal relationship was also reported in Bui's (2007) students to educational expectations that female students scored significantly higher than males in the area of achievement motivation, possibly because females tended to view themselves as achieving in academics and having a good attitude toward school. Upadhyaya & Tiwari (2009) evaluated the effect of academic majors on achievement motivation of the students. Results showed students of science faculty had significantly higher achievement motivation in

comparison to Social Science, Humanities and Commerce faculty, but it does not significantly differ from the vocational courses. Liu & Zhu (2009) found significant differences in achievement motivations of male and female senior high school students, male students have higher achievement motivations than female students; the achievement motivations of students studying science and students studying arts have difference closely to significant difference. Study of Achievement Motivation in Relation to Academic Achievement by Kulwinder Singh (2011) and found females have high achievement than males. Male students might be more susceptible to under achievement and were less likely to perceive achievement in general as valued outcome (Shekhar & Devi, 2012).

Rationale of the Study

Achievement motivation can be defined as the need for success or the attainment of excellence. Individuals will satisfy their needs through different means, and are driven to succeed for varying reasons both internal and external. Motivation is the driving force behind a person's actions. There are many different types of motivation, and everyone is inspired by something different Achievement Motivation is defined as behaviours 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 workplace 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. Those who are motivated by achievement tend to have a particular set of features. The first is that they choose their battles wisely. They are not gamblers when it comes to setting goals and will not set one that is impossible. That being said, they won't be as motivated by a task that can be easily accomplished either. The second trait of achievement is that they are not interested in rewards of success. The goal of achievement-oriented activity is to succeed, to perform well in relation to a standard of excellence or in comparison with others who are competitors (McClelland 1961, chapter 6; Atkinson 1964).

Thus the present study was carried out with the objectives to find the differences of academic achievement on the basis of gender, academic streams and location. Though a number of investigators made efforts to study the differences of achievement motivation on various aspects of children but there is dearth of studies which try to study their relationship. So, the present investigators visualised study on the secondary student's i.e. both male and female students to find difference of achievement motivation of secondary students between the age group of 16 to 18 with respect to different demographic variables like gender, locality and academics.

Objectives

1. To assess the study of achievement motivation among males and females secondary class students.
2. To assess the study of achievement motivation among science and arts secondary class students.
3. To assess the study of achievement motivation among rural/urban secondary class students.

Hypotheses

There would be a significant difference in achievement motivation among males and females of secondary class students.

There would be a significant difference in achievement motivation among science and arts of secondary class students.

There would be a significant difference in achievement motivation among of rural and urban of secondary class students.

Methodology

The study was descriptive in nature and the secondary school students of District Jammu formed the population of the study. Sample was selected through purposive sampling technique.

Tool

Achievement Motivation scale has been constructed by Deo-Mohan's Achievement motivation scale, Hindi and English version. English form of Achievement motivation scale was used in the present study. It has 50 items out of which 13 are negative and 37 are positive items. It is a five point scale having options as Always, Frequently, Sometimes, Rarely, Never. It has no time limit. The scoring device was simple stencil type having numerical marks from 4 to 0 for positive in the above order of rating scale and the reverse of it for the negative items. The scale has test-retest reliability and split-half reliability of .56 and item validity of .54. The reliability coefficients were found to be .69 and .78 for male and female groups respectively. Cronbach's alpha coefficient for overall male and female was found to be 0.86.

Data collection

Data was collected from R.S. Pura area of Jammu district of secondary students. Sample of 100 students are taken from both arts and sciences streams which are from urban and rural areas.

Results and Discussion

The present study has been conducted to study Achievement Motivation among male & female and Arts & science stream college students. Test of significance (t test) was used to calculate the differences (if any) between two groups i.e., between students of arts and science stream, between male and female college students and rural and urban students. All the calculations were done manually and were repeated 2 times to ensure the reliability of the results obtained.

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Table-1
"t" Ratio for the Significance of Difference in Means Of Males and Females Secondary Students on Achievement Motivation

Category	N	Mean	sd	T value	Significance
Male	50	137.64	3.5	16.35	at 0.05 & 0.01
Female	50	143.36	17.7		

By analysing Table -1, we can interpret the difference of anxiety among secondary students on the basis of gender, calculated mean is 137.64(male) and 143.36 (female) respectively The standard deviation in case of the male students is 3.5 and in case of the female students is 17.7 and obtained' T-value is 16.35, which is significant at 0.01 &0.05 level of significance which means that there lies significant difference in means of males and females on achievement motivation. Females have higher achievement motivation compared to males. Male students might be more susceptible to underachievement and were less likely to perceive achievement in general as valued outcome (Shekhar & Devi, 2012).Study of Achievement Motivation in Relation to Academic Achievement of Students Kulwinder Singh (2011) Research Scholar, Singhania University, Rajasthan, (2011) who found significant result in means of males and females .females students have high achievement as compared to male students.

Table-2
"t" Ratio for the Significance of Difference in Means of Arts and Sciences Students on Achievement Motivation

Category	N	Mean	Sd	T value	Significance
Science	50	140.82	3.72	15.62**	at 0.05 & 0.01
Arts	50	128.23	3.01		

By analysing Table -2, we can interpret the difference of anxiety among secondary students on the basis of gender, calculated mean is 140.82(science)and 128.23 (arts) respectively The standard deviation in case of the science students is 3.72 and in case of the arts students is 3.01 and obtained' T-value is 15.62, which is significant at 0.01 &0.05 level of significance which means that there lies significant difference in means of science and arts secondary students on achievement motivation. Science students have higher achievement motivation compared to arts. Upadhyaya & Tiwari (2009) evaluated the effect of academic majors on achievement motivation of the students. Results showed students of science faculty had significantly higher achievement motivation in comparison to Social Science, Humanities and Commerce faculty, but it does not significantly differ from the vocational courses.

Liu & Zhu (2009) found significant differences in achievement motivations of male and female senior high school students, male students have higher achievement motivations than female students; the achievement motivations of students studying science and students studying arts have difference closely to significant difference.

Table-3
"t" Ratio For The Significance of Difference in Means of Rural and Urban Students on Achievement Motivation

Category	N	Mean	Sd	T value	Significance
Rural	50	128.35	2.2	16.32**	At 0.05 & 0.01
Urban	50	142.24	4.29		

By analysing Table -3, we can interpret the difference of anxiety among secondary students on the basis of locality, calculated mean is 128.35(rural) and 142.24 (urban) respectively The standard deviation in case of the rural students is 2.2 and in case of the urban students is 4.29 and obtained' T-value is 16.32, which is significant at 0.01 &0.05 level of significance which means that there lies significant difference in means of rural and urban secondary students on achievement motivation. Urban students have higher achievement motivation compared to rural students. Bigge and Hunt (1980) defined achievement motivation as the drive to work with diligence and vitality, to constantly steer toward targets, to obtain dominance in challenging and difficult tasks and create sense of achievement as a result.

Achievement motivation which is a zeal and zest within the individual to perform the task and achieve success .There is a need for achievement which appears to have a significant effect on life. People with low levels of achievement motivation are less likely to do better in life situations than those having high levels of this motive. There have been ample evidences in support of the achievement motivation and economic growth. Adequate achievement motivation motivates an individual to strive for success in various spheres of life. The level at which the goal is set is determined by the expectations of its achievement. Accomplishing a goal leads to satisfaction and pride. Extensive research is been done to study the influences on student's achievement motivation. Studies also suggest some factors which are related to achievement motivation which include family background, location and school experiences.

Conclusions

As for this study is concerned it shows that achievement motivation categories have a significant impact on academic achievement and academic achievement increases with the increase in achievement motivation.

Suggestions for Further Research Work

A few suggestions can be given for those who are interested to pursue the research in relation to the present study.

The present study cannot be called final or comprehensive; more work can be done on different samples of different age groups.

A similar study can be undertaken in other districts since it has been confined to Jammu districts of R.S.Pura (Jammu and Kashmir) only.

The same type of work can be done on the other colleges of the various states of India.

Similar types of studies may be conducted on universities students also.

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