

A Comparative Study of Achievement Motivation among Male and Female Senior Secondary School Students

Abstract

Achievement motivation is defined as that the way an individual orients himself towards things or circumstances that he does not possess. Achievement motivation may be associated with a variety of goals, but in general the attainment of some standard of excellence. The present study was conducted to compare Achievement motivation among senior secondary school students. The data was collected by using Achievement motivation scale (ACH1985) by Deo- Mohan. 100 senior secondary school students were selected for the sample by adopting stratified disproportionate random sampling technique. Statistical techniques such as mean, standard deviations and t- test were applied for analysis of data. The results revealed that there is no significant differences of achievement motivation among boys and Girls of senior secondary school students.

Keywords: Achievement, Knowledge, Capability, Consequence

Introduction

In current system of education in India as well in globe is putting the future of children in a race where everyone would be searching for a short cut for success in this life. But then we would be in the struggle of dissemination of sweetness and light to develop his personality with an apt balance of emotional intelligence and competence. The student plays no role in the attainment of knowledge. His entire education is passive and mechanical. Things are loaded on his mind which he cannot digest; he only crams and therefore they never become his own, which at the end puts him in the struggle for his academic achievement. In this modern age achievement is considered to be a key factor for personal and social progress. The whole system of education revolves round academic achievement of students in the school children do not find any interest in learning subject. Because many factors are responsible for effect their achievement motivation.

Achievement Motivation

Can be said as striving to increase one's own capability in all activities in which a standard of excellence is through to apply and where the execution of such activities can therefore either succeed or failed. Achievement oriented people are, by and large, those, with a high drive and activity level, constantly struggling to achieve some thing which could call it as their own accomplishment. They like to be different from others and strive to accomplish apparently difficult things, wanting to take challenges. They select the things which are confident of achieving with their own efforts and can therefore enjoy a sense of accomplishing. They work hard, keeping their goals constantly in mind and their activities are being penalty directed towards the achievement of these goals. Achievement motivation is relatively a new concept in the world motivation. It is essentially a type of motivation that is personal in nature the basis of achievement motivation is a motive to achieve. Those who engage themselves in a task on account of an achievement motive are said work under the spirit of achievement motivation. Therefore in order understand the meaning of the term achievement motive it is essential to know in detail the nature and meaning of achievement motive. Motives, as we know, can be classified into various types. When one is concerned with making and retaining friendship with opposite sex. We say he has sex motive. When a student desires to become monitor of his class or captain of the foot ball team, he is said to possess power to motive and his desire to seek the reward and approval of his teachers or parents is termed as approval motive. Similarly the desire to improve his performance at school or to get



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a good grade or to become an engineer and so on is known as achievement motive. In order to understand the term achievement motive more precisely let us have a look at the following definitions:

Atkinson and Feather

"The achievement motive is conceived as a talent disposition which is manifested in overt striving only when the individual perceives performance as instrumental to a sense of personal accomplishment".

Irving Sanoff

"Achievement motive is defined in terms of the way an individual orients himself towards objects or conditions that he does not possess. If he values those objects and conditions, and he feels that he ought to possess them he may be regarded as having an achievement motive"

Mc. David and Hasari

"A system of good direction in human activity that is closely related to competence. Aggressiveness and dominance described by psychologists as achievement motivation".

Mc. Clelland and Atkinson

Achievement motivation may be associated with a variety of goals, but in general the attainment of some standard of excellence. "Competition with others in which they are beaten may be included in it". Achievement motivation is expectancy of finding satisfaction in mastery of difficult and challenging performances whereas in the field of education in particular it stands for the pursuit of excellence. Thus achievement motive comes into picture when an individual knows that this performance will be evaluated that the consequence of his actions will be either a success or failure and that good performance will produce a feeling of pride in accomplishment. Hence achievement motive may be considered as a disposition to approach success or a capacity for taking pride accomplishment when success at one or another activity is achieved.

The Characteristics of The Persons Who Have High Achievement Motivation are.

1. The level of aspiration is such people are found to be higher. But they raise it step by step and always set in it the intermediate zone where there is moderate risk.
2. They show greater persistence in work at an achievement-related task.
3. They are found to derive more pleasure from success than the people who are weak in achievement motive.
4. They show more efficiency or a higher level of accomplishment.
5. There is strong desire to excel and beat others or to perform the best and shine in material terms, among such persons.
6. They are found to possess more anxiety about getting success in comparison to the people who are weak in achievement motive.

Achievement motivation continues to be one of the most important values held on esteem in all cultures, countries, and times. Hence the research related to the area of academic achievement is an ever growing concern of the research educationalists and administrators. Mc Clelland, (1949) study was

pioneering in the field of motivation as learned need to compete and strives for success in academic subjects. Success and accomplishment are major values of many societies maturation to achieve such goals varies badly from society to society and from individual to individual within given society (Mc Clelland 1953) introduced a method of measuring this motive and hence a means of exploring of the reasons for the wide variations that expect across societies and across variations and across individuals within the society.

Review of Literature

Alam, Md. Mahmood, (2009) studied "Academic Achievement in relation to creativity and achievement motivation: A correlation study", Hyderabad. The present study was aimed to find out the extent of relationship between creativity and achievement motivation of the students and academic achievement. A representative sample of 450 students studying in tenth class was drawn using survey method. Objectives of the study were: to find out the relation of academic achievement with creativity and achievement motivation; to compare boys and girls, urban and rural, with regard to their creativity, achievement motivation and academic achievement. The findings and analysis presented, lead to the conclusion that creativity and achievement motivation have a significant bearing on academic achievement of students.

Raja Sekar (2010) found that 75% of Achievement Motivation is found among IX standard pupils in Kadapa District. Most of the IX standard pupils are found to possess high level of Achievement Motivation. There is a negative skewness in the distribution of Achievement Motivation scores. The distribution of Achievement Motivation is found to be more than 0.498 which is platy kurtic. The pupils belongs low scores category has 15% found have poor Achievement Motivation. This may be due to their negligence over their studies lack of support (or) encourage from their family members (or) school. The pupils belongs to high score category 38% have found to be excellent in Achievement Motivation may be due to utilization of their potentials and encouragement, support from their families and Educational Institutions. The pupils belongs with moderate score category 75% found to have average in Achievement Motivation.

Gupta (2013) found that girls on the whole, had better achievement motivation, than boys and had higher academic achievement than boys. The relationship between achievement motivation and academic achievement is positive and significant.

Rational of The Study

Everyone has a need to achievement and a fear of failure, but these needs vary from person to person and from situation to situation. Each student acts on the level of motivation differently, but some students are predisposed to having little desire to accomplish certain task (atkinson1999). Motivation, as it relates to students, is very important. Students who have high motivation to achieve generally do well academically. Students with low motivation do not do well academically. But motivation does not guarantee

achievement. Similarly, achievement does not reflect motivation (Keefe and Jenkins 1993). All students are influenced by a need to achieve. It causes them to want to be successful at what they attempt. But each student is affected to different degrees. For some students, the desire to achieve overwhelms other factors that could cause failure, such as lack of skills, lack of experience, lack of abilities or lack of time, and lack of confidence. Home environment is a big factor for recognizing an individual's own feelings and those of others, for motivating ourselves.

Aim of the Study

Main aim of study was to compare the achievement motivation of girls and boys of secondary school students. Through this research author want to find out that are really other factor effect an individual's achievement motivation or not. As well as component of achievement motivation helps to maintain a state of harmony is oneself and finally be more self confident in dealing with the challenges of livings and learning in educational institutions.

Statement of the Problem

In the light of above justification the investigator planned to conduct the study entitled, A Comparative Study of Achievement Motivation among male and female senior secondary school students.

Operational Definition Of The Terms Of Use

Achievement Motivation

The achievement motivation is an acquired tendency of the individual which impels action to aspire, strive and achieve in the competition with others, with a standard set by the individual.

Students at Secondary Level

Students at Secondary level include those attending any one of the educational standards ranging from IX to X. For the present study, students from Secondary level are considered. As a representative of the students from Secondary level, IX to X Standard students are selected for this study.

Objective Of This Study

The objectives of this study are following:

1. To study the achievement motivation among senior secondary school students.
2. To compare the achievement motivation of boys and girls senior secondary school students.

Hypothesis Of This Study

To achieve the objectives of the study, following hypotheses were formulated:

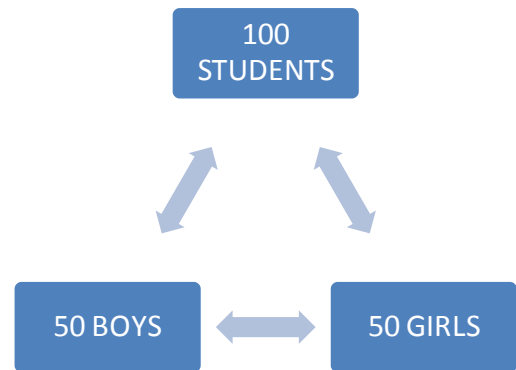
1. There is no significance difference between achievement motivation boys and girls senior secondary school students .

Methodology

Descriptive survey method was be used for this study

Sample

The sample was consisted of 100 senior secondary school students from different school of Sonipat district.



Data Collection Tools

The following tool was used for this study

Achievement motivation scale (n-ACH1985)

by Deo- Mohan

Analysis and Interpretation Of Data

Table1

Achievement Motivation among Senior Secondary Students.

| N | Mean | Median | S.D |
|-----|--------|--------|-------|
| 100 | 129.67 | 132 | 12.06 |

Table 1 indicated the overall achievement motivation of senior secondary students in Sonapat district. The measure tendency mean and median distributed 129.67,132 respectively which show that the most of students had average emotional intelligence. Standard deviation of the sample was found that to be 12.06.

Fig.1 Distribution of the Level of Achievement Motivation of Senior Secondary Students(N=100)

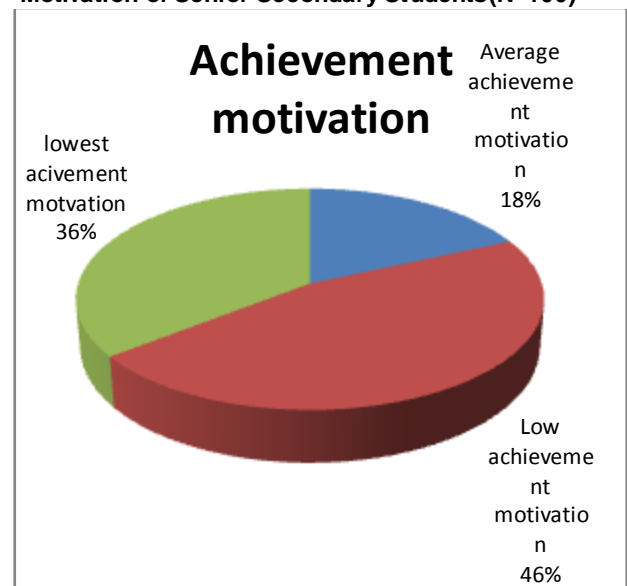


Fig..1 show 18 percent at the students were having average score of achievement motivation ,46

percent of senior secondary students in the Sonapat district were below average level of achievement motivation and 36 percent having the very lowest score of achievement motivation

To Compare the Achievement Motivation of Boys and Girls Senior Secondary School Students

Table 2
Comparison of the Achievement Motivation of Senior Secondary Students on The Basis of Gender

| Students | N | Mean | SD | Df | T-value | Significance level | remarks |
|----------|----|--------|-------|----|---------|--------------------|--------------|
| Male | 50 | 129.63 | 13.63 | 98 | 0.838 | 0.05 | No |
| Female | 50 | 129.92 | 10.38 | | | | Significance |

The table 2 shows that the mean and standard deviation of boys students in the Sonapat district is 129.63 and 13.63 whereas it was 129.92 and 10.38 for girls students. The t-value for the present study was 0.838, as the present t-value is less than the tabled t-value. Hence the null hypothesis that there is no significance difference between the achievement motivation of boys and girls students was retained.

Conclusion

On the basis of the findings of this study it is concluded that there is no effect of gender on their achievement motivation. Yet academic achievement such that developing emotional intelligence skills, adjustment skills and other many skills of a student will lead to the enhancement of his/her academic achievement. Therefore, it is recommended that: Balanced combination of emotional mind and cognitive mind in school students, and Curriculum experts should develop an affective instructional curriculum will facilitate the identification, recognition and development of their study habit and cognitive ability which will in turn contribute to their personal, academic and career success.

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