

A STUDY ON ACHIEVEMENT MOTIVATION OF IX STANDARD STUDENTS

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Abstract

The purpose of this study was found out the level of achievement motivation of IX standard students. Totally 300 students consider as sample for this investigation. Achievement motivation test developed and validated by T.R.Sharma (2014). The test consists of 38 statements. Each statement has two options. The result indicated that the level of school achievement motivation of IX standard students is average. Also, the researcher found that there is a significant difference among boys, girls and co-education IX standard students in their achievement motivation.

Introduction

Motivation is energy that directs actions and has great relevance to important developmental outcomes. 'Achievement motivation' is one of the motives from Murray's list of motives and it is further intensively studied by McClelland. McClelland (1961) defines achievement motivation as "Success in competition with some standard of excellence." Achievement means something accomplished, especially by superior ability, special effort, great courage, etc. It is the act of accomplishing or finishing. It is something accomplished, especially using exertion, skill, practice, etc. Achievement motivation is the need or an urge of an individual to achieving success in the areas in which he is interested. The motive to avoid failure also plays a vital role in achievement related situations - these situations both achievement motive as well as the motive to avoid defeat in them. Achievement motivation is the expectancy of finding satisfaction in the mastery of difficult and challenging performances, whereas in the field of education, it stands for the pursuit of excellence. Thus achievement motive comes into the picture when an individual knows that this performance will be evaluated. The consequence of his actions will be either a success or failure, and that good performance will produce a feeling of pride in accomplishment. Thus achievement motive may be considered as a disposition to approach success or a capacity for taking pride in accomplishment when success at one or another activity was achieved.

Need and Justification of the Study

Education plays a very vital role in building a society. But the effectiveness of any educational system is gauged to the extent the pupils involved in the system achieve. There are a host of factors that affects the academic achievement of a child-like personality variables, curricular variables, school and teacher variables, home environment variables, societal variables, and so on. Studies reveal that many intelligent persons are underachievers

while others of average intelligence achieve much higher than what is expected from them. Also, at the secondary school level, the students reach the adolescence stage, which is considered a period of storm and stress and developmental changes, which makes their interest and attention divided among many things like peer groups, engaging in entertaining activities like movies, social networking, outings or other everyday activities in the school and community. They may also find the academic activities in the schools not engaging and interesting. But very few studies could be found where the researchers have studied the influence of the variables such as achievement motivation. Taking due to consideration of these facts, there aroused a need to conduct a study on the achievement motivation of IX standard students.

Operational Definition of the Key Terms Used

a) Achievement Motivation

Achievement Motivation is the driving force behind student's motivation to learn. It is the need and desire to excel in academic work and one's determination to succeed in academic studies.

b) IX Standard Students

It is the two-year high school education of Tamilnadu, which starts with standard IX and ends in standard X.

Objectives of the Study

- To find out the level of achievement motivation of IX standard students with respect to the nature of the school.
- To find out the level of achievement motivation of IX standard students with respect to the type of family.

Hypotheses of the Study

- There is no significant difference in achievement motivation of IX standard students with respect to the nature of the school.
- There is no significant difference in achievement motivation of IX standard students with respect to the type of family.

Methodology

q Normative survey method is adopted in this study. The sample for the present study consists of 300 IX standard students from 10 schools in Srivilliputtur Taluk by random sampling method. The investigator has used a standardized tool developed by Dr. T.R.Sharma (2014). The Test consists of 38 statements. Each statement has two options.

Descriptive Analysis

Objective –1: To find out the level of achievement motivation of IX standard students with respect to nature of school.

Table 1 Level of Achievement Motivation of IX Standard Students with Respect to Nature of School

Variable	Nature of school	Low		Average		High	
		Count	%	Count	%	Count	%
Achievement Motivation	Boys	4	10	15	37.5	21	52.5
	Girls	14	15.6	58	64.4	18	20
	Co-education	30	17.6	120	70.6	20	11.8

It is observed from the above table that among the IX standard boys school students, 10% of them have a low level, 37.5% of them have an average level, and 52.5% of them have a high level of achievement motivation. Among the IX standard girls school students 15.6% of them have low level, 64.4% of them have average level and 20% of them have a high level of achievement motivation. Among the IX standard co-education students 17.6% of them have a low level, 70.6% of them have an average level and 11.8% of them have high level of achievement motivation.

Objective –2: To find out the level of achievement motivation of IX standard students with respect to type of family.

Table 2 Level of Achievement Motivation of IX Standard Students with Respect to Type of Family

Variable	Type of family	Low		Average		High	
		Count	%	Count	%	Count	%
Achievement Motivation	Nuclear	36	31.6	71	57.9	27	10.5
	Joint	35	14.9	115	63.7	16	21.4

It is observed from table 1.2, among the nuclear family IX standard students, 31.6% of them have a low level, 57.9% of them have an average level and 10.5% of them have a high level of achievement motivation. Among the joint family IX standard students 14.9% of them have a low level, 63.7% of them have an average level and 21.4% of them have a high level of achievement motivation.

Hypothesis: 1

There is no significant difference in the achievement motivation of IX standard students with respect to the nature of the school.

Table 3 Significant Difference in Achievement Motivation of IX Standard Students with Respect to Nature of School

Variable	Source of Variation	Df	Sum of square	Means square	Calculated 'F'-Value	Remarks at 5% level
Achievement Motivation	Between Groups	2	7616.784	3308.392	13.83	S
	Within Groups	297	7083.466	272.160		

(At 5% level the significant table value F is 3.03) S- Significant

It is inferred from table 1.3 the calculated 'F' value of 13.83 is greater than the table value 3.03 at 5% level of significance with degrees of freedom 2. Hence the null hypothesis is rejected. Thus the result shows a significant difference among boys, girls and co-education IX standard students in their achievement motivation.

Hypothesis: 2

There is no significant difference in achievement motivation of IX standard students with respect to the type of family.

Table 4 Significant Difference in Achievement Motivation of IX Standard Students with Respect to the Type of Family

Variable	Type of Family	N	Mean	SD	Calculated 't'-Value	Remarks at 5%level
Achievement Motivation	Nuclear	134	98.5636	17.12060	1.99	S
	Joint	166	99.0312	18.06160		

(At 5% level, the significant table value t is 1.97) S- Significant

It is inferred from table 1.4 the calculated t value 1.99 is greater than the table value 1.97 at 5% level of significance. Hence that null hypothesis is rejected. Thus the result shows a significant difference between nuclear and joint family IX standard students in their achievement motivation.

Findings of the Study

- The level of achievement motivation of IX standard students with respect to the nature of school and type of family is average.
- There is a significant difference among boys, girls and co-education IX standard students in their achievement motivation.
- There is a significant difference between nuclear and joint family IX standard students in their achievement motivation.

Conclusion

After analyzing and interpreting the data, it may be inferred that the majority of students fall on an average level of achievement motivation. It is recommended that parents and teachers should adopt parenting and teaching styles, guided to encourage and appreciate their child that will enhance motivated and to help them perform well in school and the student should be given proper training for time management. Hence, they can utilize the time in a proper manner leading to be better self-regulatory practices and less stress. The findings have implications for the teachers that they should try as much as they could to motivate their students during instructions. The parents, and government, should engage in programs that can motivate the students to improve their academic performance.

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