A RELATIONSHIP AMONG ACHIEVEMENT MOTIVATION AND ACADEMIC ACHIEVEMENT OF STUDENTS AT SECONDARY LEVEL

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Abstract

The present study explored the extent to which the Achievement Motivation and Academic Achievement of Students at Secondary Level. The survey research method was used for the study. In the present study sample of 100 students (50 boys and 50 girls) were taken by using proposanate simple random sampling technique. Achievement Motivation Scale developed and standardized by Beena.S, revalidated by the investigator on 2017 was used for data collection. Moreover, for academic achievement Marks obtained in the IXth class of the Government, Aided and Matriculation board for assessing the achievement of students. The findings of the study revealed that: (i) There no significant difference between boys and girls secondary level students on achievement motivation. (ii) There no significant difference between boys and girls secondary level students on academic achievement.
Keywords: *Achievement Motivation, Academic Achievement, Secondary level.*

Introduction

Achievement motivation forms to be the basic for a good life. People who are oriented towards achievement, in general, enjoy life and feel in control. Being motivated keeps people lively and gives them confidence. They set moderately difficult but easily achievable targets, which help them, achieve their objectives. They do not set up extremely difficult or very easy targets. By doing this they ensure that they only undertake tasks that can be achieved by them. Achievement motivated students 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 behavior model to their own behavior, 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.

Review of Related Literature

Ms.Anjum Naz (2011) examined the achievement and its relationship with achievement motivation and self concept. The subjects consisted of 336 students (146 males and 172 females) from four public and four private schools of the Sargodha district at the secondary level. Intact groups of all eight schools enrolled in 9thgrade were involved in the study. An Urdu translated version of 'Academic Self-Description Questionnaire II' (Marsh, 1990) and 'General Achievement Goal Orientation Scale' (McInerney, 1997) was used. The results revealed that achievement motivation and self concept are significantly related to academic achievement. Significant gender differences were discovered which were in favor of girls. It was suggested that teachers must use motivational strategies to involve students in academic activities for improving their grades.

Dinesh Kumar (2013) aimed to study the achievement of secondary school students in relation to Academic Motivation. The total sample for the study comprised 200 students selected randomly from 10th schools from the selected blocks situated in Rewari and gurgaon district of haryana. The age group of 14 to 16 years has been taken as the sample and is distributed equally among boys and girls. In this present investigation The Academic Achievement Motivation Test (AAMT)prepared by Dr. T.R. Sharma and Percentage (%) of marks obtained in middle Class in B.S.E.H. were used as tools . The obtained data were analyzed by mean, SD and t-test. Analyses of the result suggest positive correlation between the academic motivation and academic achievement.

Sukhvir Kaur (2013) conducted the present study as it describes the nature and distribution of variables, which involves the comparison of boys and girls of class X students of P.S.E.B. schools on the variables of academic achievement and achievement motivation. The study concluded that academic achievement of the sample was above average in the present study

Statement of the Problem

A Relationship among Achievement Motivation and Academic Achievement of Students at Secondary Level.

Objective of the Study

- To study and compare the achievement motivation of boys and girls secondary level students.
- To study and compare the academic achievement of boys and girls secondary level students.

Hypotheses

- There is no significant difference between boys and girls secondary level students on achievement motivation.
- There is no significant difference between boys and girls secondary level students on academic achievement.

Delimitation

The present study being exploratory in nature has following delimitations:

- The study was delimited to IXth class students of secondary schools in Coimbatore District in Tamil Nadu.
- Secondary school students have been selected on simple random sampling technique biases.
- The present study is delimited to three independent variables only.

Methodology

Methodology makes the most important contribution towards the surroundings of any study. Survey method of research was employed by the investigator.

Sample for the Study

In the present study sample of 100 students (50 boys and 50 girls) were taken using proportionate simple random sampling technique.

Tools for the Study

Tools used to be;

- Achievement Motivation Scale developed and standardized by Beena.S, revalidated by the investigator on 2017.
- Marks obtained in the IXth class of Government, Aided and Matriculation board for assessing the achievement of secondary level students.

Statistical Analysis

The collected data were tabulated and analysed using descriptive statistics, namely mean, standard deviation, t-test to get results.

Analysis and Interpretation of Data

The essential step in the process of research, after the collection of data, is the organization, analysis and interpretation of the data and formulation of conclusions

and generalization to get a meaningful picture out of the raw information thus collected. The mass of data collected needs to be systemized and organized, i.e., edited, classified and tabulated before it can serve the purpose. Data are meaningless heaps of material without analysis and interpretation. The purpose of the analysis is to find out the relationship between the variables, which lead to the verification of hypothesis. This is achieved withthe logical organization of data and use of relevant statistical techniques. After analysis, interpretation has to be done carefully, logically and critically by examining the results obtained, keeping in view limitation of the sample chosen, tools selected and used in the study.

Hypothesis-1

There no significant difference between boys and girls secondary level students on achievement motivation.

Table-1 Showing the Means, SD, 't' Value and Level of Significance of 50 Boy's and 50 Girl's Students on Achievement Motivation

Variable	Boys		Girls		't' Value	Significance at 0.05 Level
	Mean	S.D	Mean	S.D		
Achievement Motivation	95.44	10.40	95.6	6.64	0.92	NS**

S*-Significant N.S**-Not Significant

Interpretation

Table –1 show that the mean scores of boy's student for achievement motivationare95.44 ± 10.40 and girl's student is 95.6 ± 6.64. The calculated t-value is 0.92 which is no significant at 0.05 level of significance. It indicates that there is no significant difference between the boys and girls students on their level of achievement motivation. Thus, our hypothesis that, "There no significant difference between boys and girls secondary level students on achievement motivation" is accepted at 0.05 level of significance.

Hypothesis-2

There no significant difference between boys and girls secondary level students on academic achievement

Table-2 Showing The Means, SD, 'T' Value and Level of Significance of 50 Boy's and 50 Girl's Students on Academic Achievement

Variable	Boys		Girls		't' Value	Significance at 0.05 Level
	Mean	S.D	Mean	S.D		
Academic Achievement	62.84	12.28	70.56	10.79	0.001	NS**

S*-Significant N.S**-Not Significant

Interpretation

Table –2 show that the mean scores of boy's student for academic achievement are62.84 ± 12.28 and girl's student is 70.56 ± 10.79. The calculated t-value is 0.001 which is no significant at 0.05 level of significance. It indicates that there is no significant difference between the boys and girls students on their level of academic achievement. Thus, our hypothesis that, "There no significant difference between boys and girls secondary level students on academic achievement" is accepted at 0.05 level of significance.

Findings

Major findings of the present study are as under:

- There is no significant difference between boys and girls secondary level students on achievement motivation.
- There is no significant difference between boys and girls secondary level students on academic achievement.

Conclusion

From the above said findings, we can conclude that the girl's students are different on achievement motivation as evaluated to boy's students. The girls' students show better academic achievement as compared to boy's students. The development of any country requires integrated personality of young generation. Based on the finding and discussions, it could be concluded that we must develop a positive attitude, achievement motivation among secondary level students and aspire them for good academic achievement. The young generation should be motivation stable and confident to excel in their academic performance and enhance life skills to face the problems in future. Moreover, it is the responsibility of the teachers and the school administrators to create a better learning environment that arouses students' interest to achieve higher goals and they should ensure move about of achievement motivation into academic performance, critical and creative thinking.

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