

A STUDY OF ACADEMIC ACHIEVEMENT MOTIVATION AMONG SECONDARY SCHOOL STUDENTS

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Abstract

The present study reports about the academic achievement motivation differences among 9th standard students. A sample of 200 students comprised of 100 (50 males and 50 females) urban and 100 rural (50 males and 50 females) students selected randomly from the government schools of Hawalbagh block of district Almora of Uttarakhand. The Tools used in the study were Academic Achievement Motivation Test standardized by Sharma (2010) and a Personal Information Schedule constructed by the researcher. The results revealed significant differences among rural and urban students and general and other caste students. However, no significant differences were obtained in the male and female students in the level of academic achievement motivation.

Key Words: Academic Achievement Motivation, Secondary students



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Introduction

Academic Achievement Motivation

Achievement motivation differs from person to person and commonly viewed to be a drive to do best and to excel others in performance. It is considered as an important determinant of aspiration, effort and persistence which can be aroused experimentally and therefore can be acquired extrinsically. Academic achievement motivation has been broadly defined as, an academic drive, attitude toward learning, and enthusiasm for academic achievement. Academic drive involves measuring items such as work habits and scholastic expectations, and attitude toward learning involves students' opinion of classroom environment and self-efficacy in learning (Entwistle, 1968). Enthusiasm for academic achievement involves the degree to which students possess certain specific behavioural characteristics related to motivation (Hwang, et. al 2002).

Statement of the Problem

The problem identified for this study can be stated as follows, "A Study of Academic Achievement Motivation among Secondary School Students".

Objectives of the Study

The following objective was formulated for the present study:

To analyse and compare level of academic achievement motivation among secondary school students across sub- groups identified on the basis of:

1. Gender
2. Caste
3. Nature of residence

Method of the Study

In the present study, descriptive survey method was adopted.

Sample of the Study

The study was conducted in Hawalbagh block of Almora district in Uttarakhand. The sample was divided into different categories on the basis of gender, caste and nature of residence of the students. From 8 Government intermediate colleges 200 samples were selected and out of these 200, 100 urban (50 males and 50 females) and 100 rural (50 males and 50 females) students were selected by random sampling technique.

Tools Used In the Present Study

The Tools used in the study were Academic Achievement Motivation Test standardized by Sharma (2010) and a Personal Information Schedule constructed by the researcher. A total of 10 questions were framed to elicit personal, socio-demographic and academic information from the respondents. The questions included in the schedule were framed in simple language and mainly related to name, gender, caste group, age, name of school, nature of permanent residence, percentage of marks obtained in previous year's annual examination, father's/ guardian's occupation, monthly income and educational status of parents. Academic achievement motivation test consists of 38 questions. Total academic achievement motivation score range from 0 to 38. Higher score on total academic achievement motivation shows high and average academic achievement motivation and lower score shows low academic achievement motivation.

Statistical Techniques Used

The following statistical techniques were used to analyze the data collected from the sample.

1. Descriptive analysis – Mean and Standard Deviation.
2. Inferential analysis – 't' value.

Analysis of Data

Table 1.1 Academic Achievement Motivation of Secondary School Students on the basis of Nature of Residence

Category	Variables	N	M	S.D	't' Value	Level of Significance 0.05
Whole Sample	Urban	100	30.9	6.48	5.35	S
	Rural	100	25.6	7.51		
Male Students	Urban	50	31.5	6.71	2.38	S
	Rural	50	28	7.95		
Female Students	Urban	50	33.05	7.14	5.59	S
	Rural	50	25	8.01		

Table 1.1 indicates that rural and urban secondary school students differ significantly in their academic achievement motivation scores. Urban students have secured greater mean value (30.9) in comparison to rural students (25.6).

It is also evident from table 1.1 that in terms of academic achievement scores, the 't' value (2.38) differ significantly between the two groups of rural and urban male students. Urban male students have obtained higher score of mean (31.5) in comparison to rural male students (28.0).

Table 1.1 also indicates that urban female students have obtained higher score of mean (33.05) in comparison to rural female students (25.0). The 't' value shows that the mean difference is significant at 0.05 level.

Table 1.2 Academic Achievement Motivation of Secondary School Students on the basis of Gender

Category	Variables	N	M	S.D	't' Value	Level of Significance 0.05
Whole Sample	Male	100	29.75	7.56	0.42	N.S.
	Female	100	30.20	7.69		
Urban Students	Male	50	31.5	6.71	1.12	N.S.
	Female	50	33.05	8.01		
Rural Students	Male	50	28	7.95	1.99	S
	Female	50	25	8.01		

An observation of Table 1.2 reveals that a total sample of male and female secondary school students do not differ significantly in their academic achievement motivation scores. Results also showed that ‘t’ value (1.12) do not differ significantly between the groups of urban male and female students with respect to their academic achievement scores. However, gender-wise comparison of rural students in table 1.2 revealed that male and female students differ significantly in their academic achievement scores. Rural male students found to have higher score of mean (28.0) in comparison to rural female students (25.0).

Table 1.3 Academic Achievement Motivation of Secondary School Students on the basis of Caste

Category	Variables	N	M	S.D	‘t’ Value	Level of Significance 0.05
Whole Sample	General	111	30.50	7.33	7.14	S
	Others	89	21.82	8.93		
Male Students	General	54	29.35	8.78	2.57	S
	Others	46	24.45	10.07		
Female Students	General	57	29.78	9.32	7.36	S
	Others	43	17.03	7.98		

It may be observed from Table 1.3 that general and other castes secondary school students differ significantly in their academic achievement motivation scores. General caste students have secured greater mean value (30.50) than other castes students (21.82).

Table 1.3 also indicates that the ‘t’ value (2.57) differ significantly between general and other castes male students in terms of their academic achievement motivation scores. General caste male students have obtained higher score of mean (29.35) in comparison to other castes male students (24.45).

It is also evident from table 1.3 that general caste female students have obtained higher score of mean (29.78) in comparison to other castes female students (17.03). The ‘t’ value shows that the mean difference is significant at 0.05 level.

Major Findings of the Study

Findings arrived may be summarized in the following manner:

1. It was found that urban secondary school students have high level of academic achievement motivation and rural students have low level of academic achievement motivation.

2. Urban male students were found to have higher level of academic achievement motivation and rural male students were found to have lower level of academic achievement motivation.
3. Academic achievement motivation of urban female students was found to be higher in comparison to rural female students.
4. Male and female secondary school students were found to have same level of academic achievement motivation.
5. The groups of urban male and female students were found be similar with respect to their academic achievement scores.
6. Rural male students found to have higher level of academic achievement motivation in comparison to rural female students.
7. General caste students were found to have higher level of academic achievement motivation and other castes students were found to have lower level of academic achievement motivation.
8. Academic achievement motivation of general caste male students was found to be higher in comparison to other castes male students.
9. General caste female students were found to have higher level of academic achievement motivation and other castes female students were found to have lower level of academic achievement motivation.

Educational Implications

On the basis of findings of present study the following educational implications can be inferred:

1. A low level of academic achievement motivation among rural secondary school students signifies need for enriched curriculum, varied learning opportunities in terms of co-curricular activities and special scholarship programmes for the academically bright students.
2. The study also implies that teachers should adopt innovative and participatory teaching methods in order to raise the level of academic achievement motivation among rural students.
3. Rural female students showed low level of academic achievement motivation in comparison to other groups in the study therefore, it is suggested to make efforts at both

home and school to remove any kind of gender discrimination in terms of their academic and personal growth.

4. Students belonging to other than general castes and those belonging to the deprived sections of the society should be motivated at school and in the classroom for higher academic achievement through counselling, diagnostic and remedial work.

References

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