



STUDY ON ACHIEVEMENT MOTIVATION AND ACADEMIC ACHIEVEMENT OF THE HIGHER SECONDARY SCHOOL STUDENTS

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Abstract

Achievement motivation is a psychological term that describes when individuals are driven, motivated and stipulated by success or accomplishment. The main objective of this study is to explore the relationship between achievement motivation and academic achievement of the higher secondary school students. A descriptive survey type research method was adopted by the researcher to conduct this study. A total of 381 higher secondary school students were selected as sample through the use of simple random sampling technique. 'Rao Achievement Motivation Test' was used by the researcher to collect responses from the students. The findings of this study revealed that there is a significant positive correlation exists between achievement motivation and academic achievement of the higher secondary school students and there is no significant difference exists between male and female and rural and urban students of higher secondary school regarding their achievement motivation.

Keywords: *Motivation, Achievement Motivation, Academic Achievement, Significant, Higher Secondary, Descriptive*

Introduction

The word achievement means to achieve the necessary success in a particular field or to achieve the required excellence and quality in a particular subject. Motivation refers to an inherent driving force that motivates an individual or a child to do a task and not just motivates them to perform the task they need to perform efficiently. Achievement motivation is a psychological term that describes when individuals are driven, motivated and stipulated by success or accomplishment. Another side academic achievement is the performance that students acquire in various subjects of the school through their efforts and which is verified through various types of tests and normally summarized in various types of grades, marks, scores, or descriptive commentary. Academic achievement of the students is largely influenced by their achievement motivation. Kumar and Tankha (2020) revealed a significant association of achievement motivation and educational adjustment with the academic performance of the students. Therefore, one of the main functions of school education is to increase the level of achievement motivation among the students. It is very important to know about the level of achievement motivation of the higher secondary school students. So, with help of this study the researcher tries to study the significant relationship between achievement motivation and academic achievement of the higher secondary students.

Review Related to Achievement Motivation

Sebastian and Villa (2021) revealed that most of the college students possess average level of achievement motivation, internal locus of control, desirable study habits and average mathematics achievement. Bercena (2022) showed that the learner's high level of achievement motivation is not associated with their academic achievement. Kumar and Tankha (2020) revealed that there was a significant association existed between achievement motivation and educational performance of the students. Erhuvwu and Adeyemi (2019) revealed that achievement motivation predicted students' academic achievement in mathematics and based on this finding the researchers suggested that achievement motivation should be enhanced using appropriate counselling strategies. Sharma and Ranjan (2018) conclude that students having high achievement motivation have better academic achievement in comparison to students low achievement motivation. Rwandema (2017) revealed that there was a significant positive relationship existed between achievement motivation and academic achievement of the students. Rani (2019) revealed no significant difference between the achievement motivation between male and female postgraduate students. Pawar (2017) revealed that there was a significant difference existed among rural and urban students and general and other caste students regarding their level of achievement motivation. Ansary, Saha and Gorain (2021) showed that there was no significant difference exists between male and female undergraduate students regarding their level of achievement motivation. Roy and Saha (2022) revealed that there was no significant difference found in the achievement motivation of postgraduate level students in respect to their gender, residence and stream.

Review Related to Correlation

Saha (2012) found that creativity is positively correlated with socio-economic status. Saha (2013) have selected randomly 300 secondary students of Birbhum District in West Bengal. Kundu, Saha and Mondal (2015) showed significant relationship between social intelligence and adjustment of U.G. level students. Naik, Dutta and Sutradhar (2015) revealed negative relationship between mental health and Facebook addiction. Karmakar et al. (2016) have revealed significant relationship between IQ and height; and low significant relationship between IQ and weight; and also, no significant relationship between IQ and BMI. Kar, Saha and Mondal (2016) found that Emotional Intelligence affects home, school and peer adjustment through Pearson coefficient correlation. Gorain et al. (2018) revealed that while there is no discernible difference in internet usage between humanities and science graduate students, high internet users are more socially isolated than ordinary and low internet users. Mondal et al. (2018) revealed that neuroticism is highly correlated with internet affinity, whereas the other four personality factors are either negatively correlated with internet affinity or are not correlated at all, and that males have a higher internet affinity than their female counterparts. Kar and Saha (2021a) showed significant relationship between emotional intelligence and leadership style of undergraduate students of West Bengal. Sutradhar and Sen (2022a) revealed that emotional maturity and its dimensions have a significant effect on academic achievement of B.Ed. trainees. Gayen and Sen (2021) found significant relationship between anxiety and depression. Kar and Saha (2021b) revealed significant relationship between Adjustment Ability and Leadership style of undergraduate students of West Bengal. Sutradhar and Sen (2022b) found significant relationship between emotional maturity and study habits. Gorain et al. (2022) found positive relationship between Internet Dependency and Social Isolation. Mahato and Sen(2023) investigated the relationship among three variables Contexts Knowledge (CK1), Technological Pedagogical Content Knowledge (TPCK) and Attitude towards Creative Teaching (ACT) considering two variables at a time and found significant relationship in most of the cases. Mahato, Gayen and Mahato (2023a) revealed that there is no correlation between undergraduate students in the Purulia area of West Bengal's self-efficacy and m-learning. Mahato, Gayen and Mahato (2023b) revealed a significant relationship of internet addiction between boys and girls, but no difference has been found in academic resilience. Locality has no discernible influence on either academic toughness or internet addiction. Mahato, Gayen and Mahato (2023c) have explored a

substantial association between cognitive failure and internet addiction among pupils in West Bengal's higher secondary Purulia area. However, no substantial differences in cognitive failure and internet addiction have been reported in terms of gender, region, or stream. Ansary (2023) said that an individual's social attitude is their attitude towards other people or things in society.

Review Related to 't'-Test

Sen, Mondal and Saha (2012) revealed that difference exists among Secondary and Higher Secondary students in the basis of academic achievement of the students in physical science. Mondal and Saha (2012) stated that significant difference existing in urban-rural, urban-rural male, urban-rural female, urban male – rural female and urban female - rural male on achievement in science students. Sen and Samanta (2013) concluded with a significant difference in different grades and subjects. Banerjee et al. (2018) explores a difference in achievement level but no difference was found in achievement between boys and girls & achievement in mathematics between 11th and 12th grade. Sen and Kar (2014) revealed significant differences in unit test and annual examinations on the basis of mathematics, Physical Science and Life Science of class VII and VIII boys, girls and Co-educational School. Ahmed et al. (2020) rural school boys - urban school boys, rural school girls - urban school girls, rural school boys - rural school girls and urban school boys - urban school girls of tenth grade but these results are not significant in case of twelfth-grade students. Ahmed et al. (2020) found no difference in gender attitude towards the mathematics of secondary level students but differences were found in higher secondary level students. Ahmed et al. (2023) found a difference among students from tribal and non-tribal communities together with their gender of class X as well as class XII. Roy and Saha (2022) explored no difference in gender, residence and stream on Achievement Motivation. Mahato and Sen (2023) explore no difference in gender and residence on Attitude towards Creative Teaching or the Pre-Service Mathematics Trainee Teachers in Rarh Region of West Bengal. Mahato, Gayen and Mahato (2023), Mahato and Sen (2021), Roy, Saha and Maji (2017), Gayen et al. (2021), Rajak and Gayen (2022), Mondal et al. (2012), Naik, Bhattacharjee and Sutradhar (2015), Mondal and Saha (2017), Paramanik, Saha and Mondal (2014), Mondal and Sutradhar (2015), Kar and Sen (2014), Ansary, Ansary and Adhikari (2022), Bag et al. (2021), Kar, Saha and Mondal (2014), Naik and Sutradhar (2015), Paul et al. (2017), Roy and Saha (2023), Kar, Saha and Mondal (2014), Mahanti, Mondal and Saha (2016), Chatterjee, Mondal and Saha (2016), Khan et al. (2023), Dandapat et al. (2021), Khatun, Ansary and Adhikari (2022), Saha (2021), Ansary, Gorain and Saha (2023) have also conducted a variety of research studies in this field.

Objectives of the Study

- i. To study the relationship between achievement motivation and academic achievement of higher secondary students
- ii. To find out the difference between male and female students of higher secondary school regarding their achievement motivation
- iii. To explore the difference between rural and urban higher secondary school students regarding their achievement motivation

Hypotheses of the Study

- H₀1: There is no significant relationship between achievement motivation and academic achievement of higher secondary school students
- H₀2: There is no significant difference between male and female students of higher secondary school regarding their achievement motivation
- H₀3: There is no significant difference between rural and urban students of higher secondary school regarding their achievement motivation

Research Design

In this present study the researcher used descriptive survey type research method to conduct this study.

Population of the Study

All the higher secondary level school students of Purulia district considered as the population of this study.

Sample and Sampling of the Study

A total number of 381 higher secondary school students are selected as a sample in this study. The researcher used simple random sampling technique while selecting the sample for this study.

Variable of the Study

- i. Independent variables: Achievement Motivation
- ii. Dependent variable: Academic Achievement

Delimitations of the Study

- i. This study is delimited to the higher secondary school students of West Bengal.
- ii. This study is also delimited to the Bengali-knowing higher secondary school students.
- iii. This study is also delimited to the students of the West Bengal Council of Higher Secondary Education (WBCHE).

Tools of the Study

‘Rao Achievement Motivation Test (1974)’ developed and standardized by Gopal Rao is used to collect responses from the respondents.

Statistical Techniques Used for the Study

Mean, SD, t-test and correlation has been used by the investigator to analyze the collected data in this study.

Hypothesis Wise Data Analysis

H₀₁: “There is no significant relationship between achievement motivation and academic achievement of higher secondary school students”

To test this hypothesis following table is used:

Table 1: Correlation between Achievement Motivation and Academic Achievement

		Achievement Motivation	Academic Achievement
Achievement Motivation	Pearson Correlation	1	.065*
	Sig. (2-tailed)		.026
	N	381	381
Academic Achievement	Pearson Correlation	.065*	1
	Sig. (2-tailed)	.026	
	N	381	381

*. Correlation is significant at the .05 level (2-tailed).

From Table 1, it has been found that the coefficient of correlation between achievement motivation and academic achievement of the higher secondary school students is .065 which is significant at .05 level of significance. So, the null hypothesis, “*There is no significant relationship between achievement motivation and academic achievement of higher secondary school students*” is not retained at .05 level of significance. Hence, there exists a significant positive correlation between achievement motivation and academic achievement of higher secondary school students. It indicates that the academic achievement of the higher secondary school students is determined by their achievement motivation or vice versa.

H₀2: “There is no significant difference between male and female students of higher secondary school regarding their achievement motivation”

To test this hypothesis following table is used:

Table 2: Comparison between Male and Female students

	Variables	N	Mean	Standard Deviation	df	't' Value	Remark
Achievement Motivation	Male	171	41.22	5.41	379	1.11	Not significant at .05 &.01 level
	Female	210	40.66	5.64			

From Table 2, it has been found that the mean scores of both male and female students are 41.22 and 40.66 respectively. The standard deviation is 5.41 for male and 5.64 for female students respectively. The obtained value of the ‘t’ test is 1.11 with df =379, which is not significant at .05 and .01 level of significance. So the null hypothesis, “*There is no significant difference between male and female students of higher secondary school regarding their achievement motivation*” is accepted. Hence, no significant difference exists in achievement motivation between male and female students of higher secondary school.

H₀3: There is no significant difference between rural and urban students of higher secondary school regarding their achievement motivation

To test this hypothesis the following table was used:

Table 3: Comparison between Rural and Urban students

	Variables	N	Mean	Standard Deviation	df	't' Value	Remark
Achievement Motivation	Rural	280	42.13	5.16	379	1.15	Not significant at .05 &.01 level
	Urban	101	41.78	5.22			

From Table 3, it has been revealed that the mean scores of both rural and urban students of higher secondary schools are 42.13 and 41.78 respectively. The standard deviation is 5.16 for rural and 5.22 for urban students respectively. The obtained value of the ‘t’ test is 1.15 with df =379, which is not significant at .05 and .01 level of significance. So the null hypothesis, “*There is no significant difference between male and female students of higher secondary school regarding their achievement motivation*” is retained. Hence, no significant difference exists in achievement motivation between rural and urban students of higher secondary school regarding their level of achievement motivation.

Major Findings of the Study

- i. There is a significant positive correlation exists between achievement motivation and academic achievement of the higher secondary school students.
- ii. There is no significant difference exists between male and female students of higher secondary school regarding their achievement motivation.
- iii. There is also no significant difference exit between rural and urban students of higher secondary school regarding their achievement motivation.

Conclusion

Achievement motivation is a psychological term that describes when individuals are driven, motivated and stipulated by success or accomplishment. Other side academic achievement is the performance that students acquire in various subjects of the school through their efforts and which is verified through various types of tests and normally summarized in various types of grades, marks, scores, or descriptive commentary. The main objectives of this study are to explore the relationship between achievement motivation and academic achievement of higher secondary school students and to study the difference between male and female and rural and urban students of higher secondary school regarding their achievement motivation. The findings of this study revealed that there is a significant positive correlation exists between achievement motivation and academic achievement of the higher secondary school students. The academic achievement of higher secondary school students is largely influenced by their achievement motivation or vice versa. Another finding of this study also revealed that, there is no significant difference exits between male and female and rural and urban students of higher secondary school regarding their achievement motivation.

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