

“RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND ACHIEVEMENT MOTIVATION IN PRIVATE UNAIDED SENIOR SECONDARY SCHOOL STUDENTS”

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INTRODUCTION

Academic success plays an important role in determining opportunities for school students in the future life. Izzo (1999), Kreider (2007) opined that unfortunately, family involvement in education tends to decrease. All adolescents do not easily attain senior secondary school success. Too many factors are responsible for falling them behind in academic success to other peer counterparts.

Various psychologists have defined the term Achievement Motivation, as the tendency to maintain and increase the individual's proficiency in one's area of work. Achievement oriented person is the one who sincerely strives to improve the conditions of life for his comfort and satisfaction. We can say that Achievement Motivation is an urge or need that compels the person to attain the standards of excellence and to improve the conditions of life for comfort and satisfaction.

CONCEPTUAL AND THEORETICAL FRAMEWORK

Achievement Motivation is a major psychological characteristic of affecting classroom learning and students performance. Thibert et. Al. (1996) stated that motivation has been considered as being crucial to learning and could be perceived as one of the most important psychological concepts in education. Turner et al (2004) confirmed that the students who succeed in educational activities more often are the students who have got motivation to learn. Wong and Mohaly (1990), Bansal et al (2006), Kropff (2006), Ghazi (2010), Shabetat (2010) reported that motivation is positively related to Academic Achievement. Arini (2009) reported that it is not only motivation that influences Academic Achievement but also it is the joint influence of motivation and other factors.

According to Slavin (2006) motivation is one of the factors that contribute to academic success, motivation is what gets one going, keeps on going and determined. Where one is to go. It is important to encourage the student's motivation because motivation is crucial to student's academic success at any age. Wlad Kowski and Jayness (1990) stated motivation as a value and a desire for learning Tucker et al. (2002) opined that motivation is an academic engagement that refers to cognitive, emotional and behavioural investment in education.

It is believed by Majzub and Mohammad (2010) that motivation is the core cause of human action to find solutions to the difficulties. It enables an individual to believe his own ability and to execute in a given a task. Studies confirmed as suggested by Rabidaeu (2005) that a task involvement activity more often result in challenging attributions and act providing an opportunity to learn and develop competence than in an ego involvement activity. Intrinsic motivation, which is considered as striving, engages in activity because of self. Satisfaction is more prevalent when a person is engaged in task involved activity.

Wong and Mihaly (1990) supported the notion that there are two kinds of motivation effectively scholastic achievement are directed towards long term goals, the other directed towards ongoing experience. Al Shabatat et al. (2010) indentified two categories of motivation in the students: One emphasized on motivation as an environmentally induced temporary state, and the other emphasized on motivation as a stable personality trait.

STATEMENT OF THE PROBLEM:

The study is designed to find out relationship between academic achievement and achievement motivation of private unaided senior secondary school students in Bathinda and Mansa districts of Punjab.

OBJECTIVES:

Objective-1: To determine the extent of relationship between academic achievement and achievement motivation of private unaided senior secondary school male students.

Objective-2: To determine the extent of relationship between academic achievement and achievement motivation of private unaided senior secondary school female students.

Objective-3: To determine the extent of relationship between academic achievement and achievement motivation of private unaided senior secondary school students private unaided schools.

HYPOTHESES:

1. There exists no significant relationship between academic achievement and achievement motivation of private unaided senior secondary school male students.
2. There exists no significant relationship between academic achievement and achievement motivation of private unaided senior secondary school female students.
3. There exists no significant relationship between academic achievement and achievement motivation of private unaided senior secondary school student

METHOD:

Sample

For the present study, 10 senior secondary schools, which are affiliated to Punjab School Education Board, Mohali, were selected, making use of proportionate random sampling technique from the Bathinda and Mansa districts of Punjab. Further 6 senior secondary schools were selected from Bathinda district and 4 senior secondary schools were selected from Mansa district. Further 15-25 senior secondary school students of class 10+2 from each school were selected randomly to collect the information regarding Academic Achievement and Achievement motivation Scale. The total sample for the study comprised of 200 senior secondary school students. The sample included 100 senior secondary male students and 100 senior secondary female students.

TOOLS USED:

Achievement Motivation scale:

The study of motivation gained importance since early fifties with efforts of McClelland and his associate at Wesleyan University, USA. The term motivation refers to any organism state that mobilizes activity which is in some sense selective or directive. According to Newcomb (1964), Achievement Motivation is acquired tendency and one of the most important social needs. McClelland has defined it and his associate (1953) and by decharms (1968) as a disposition to strive for success in competition with other with some standard of excellence, set by the individual. Motive to achieve requires an act of some norm of excellence.

Personal Data Form

Personal data form provides the personal information about the subject that includes:

Name _____

Age _____

Class _____

Marks obtained in +1 _____

Data collection procedure

The data was collected from Senior School Students of Bathinda and Mansa district of Punjab who were studying in class 10+2 and had passed their 10+1 examination in the last year. The researcher went personally to each school. The subjects were instructed that their response would be kept confidential. Instructions for each test were also given separately before they were asked to fill the responses. It was also assured that no item was left blank. After collecting, the data were tabulated and total score were obtained for each test.

DELIMITATIONS OF THE STUDY:

1. The dependent variable of the study was academic achievement and independent variable is achievement motivation only.
2. The study was delimited with regard to sample as well. The sample of the study includes 200 private unaided Senior Secondary School Students from Bathinda and Mansa districts of Punjab only.
3. All the selected schools were affiliated to or recognized by Punjab School Education Board, Mohali (Punjab) only.

RESULTS AND DISCUSSION:

1. Extent of relationship between Academic Achievement and Achievement motivation of senior secondary school male students.

Linear correlation was applied on Academic Achievement (dependent variable as y), Achievement motivation (independent variable x) with the help of Pearson's coefficient of correlation data was analysed, and the corresponding result is given in table 1:

TABLE NO 1

Correlation coefficient of Academic Achievement with Achievement motivation of Senior Secondary School Male Students

Variable	Sample group	N	Mean	SD	r
Academic Achievement	Male Students School	100	307.64	60.15	0.58
Achievement motivation	Male Students School	100	151.63	37.79	

INTERPRETATION

Table 1 shows that mean scores of Academic Achievement and Achievement motivation among senior Secondary School male students which are respectively 307.64 & 151.63 The computed r-value is 0.58 which has been found to be significant from the fact that range of r is from +1.00 to -1.00. Therefore, the hypothesis “There exists no significant relationship between academic achievement and achievement motivation of private unaided senior secondary school male students.” Cannot be rejected. The result indicates the significant positive correlation between Academic Achievement and Achievement motivation of Senior Secondary School Male Students.

2. Extent of relationship between Academic Achievement and Achievement motivation of senior secondary school male students.

Linear correlation was applied on Academic Achievement (dependent variable as y), Achievement motivation (independent variable x) with the help of Pearson’s coefficient of correlation data was analysed, and the corresponding result is given in table 2:

TABLE NO 2**Correlation coefficient of Academic Achievement with Achievement motivation of Senior Secondary School Female Students**

Variable	Sample group	N	Mean	SD	r
Academic Achievement	Female School Students	100	318.82	57.53	0.89
Achievement motivation	Female School Students	100	147.11	31.59	

INTERPRETATION

Table 2 shows that mean scores of Academic Achievement and Achievement motivation among senior Secondary School female students which are respectively 318.82 & 147.11 The computed r-value is 0.89 which has been found to be significant from the fact that range of r is from +1.00 to -1.00. Therefore, the hypothesis “There exists no significant relationship between academic achievement and achievement motivation of private unaided senior secondary school female students.” Can not be rejected. The result indicates the significant positive correlation between Academic Achievement and Achievement motivation of Senior Secondary School Female Students.

3. Extent of relationship between Academic Achievement and Achievement motivation of Senior Secondary School Students.

Linear correlation was applied on Academic Achievement (dependent variable as y) and Achievement Motivation (independent variable x) with the help of Pearson’s coefficient of correlation data was analysed and the corresponding result is given in table 3:

TABLE NO 3**Correlation coefficient of Academic Achievement with Achievement motivation of Senior Secondary School Students**

Variable	Sample group	N	Mean	SD	r
Academic Achievement	School Students	200	301.03	56.50	0.79
Achievement motivation	School Students	200	109.87	32.36	

INTERPRETATION

Table 3 shows that mean scores of Academic Achievement and Achievement motivation among senior Secondary School students which are respectively 301.03 & 109.87. The computed r-value is 0.79 which has been found to be significant from the fact that range of r is from +1.00 to -1.00. Therefore, the hypothesis "There exists no significant relationship between academic achievement and achievement motivation of private unaided senior secondary school students." Cannot be rejected. The result indicates the significant positive correlation between Academic Achievement and Achievement motivation of Senior Secondary School Students.

SUGGESTIONS

The results of the present study has shown achievement motivation has a positive and significant relationship with educational achievement of Private unaided senior secondary school students. Therefore, it is recommended that parents and teachers should try to teach social skills to students. It can increase academic achievements of students in Private unaided.

These results suggest that social skills must be taught to the students because socially competent students have a good adjustment in the classroom and in school. When they are well adjusted and have healthy relations with their peer group and teachers. They have high achievements.

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