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A STUDY OF ACHIEVEMENT MOTIVATION OF HIGHER SECONDARY STUDENTS IN AMRAVATI CITY

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ABSTRACT

The achievement motivation of college students is a major concern in 21st century Indian society. Unless students have a high level of achievement motivation, it will be difficult for society to develop and be on par with other developed societies. Therefore, appropriate emphasis should be placed on the development of the desire to achieve excellence in all aspects of life, from the lower level to the higher level. Therefore, this study is an attempt to focus on achievement motivation of college students in Amravati City in terms of gender and educational stream. The aims of the research are based on the comparison of achievement motivations for educational stream and gender. The research reported a significant difference in gender and educational stream achievement motivation for students studying at the higher secondary level.

KEYWORDS: *Achievement Motivation, Educational stream, Gender*

INTRODUCTION

Everyone born in society strives for excellence in one area or the other. The journey to excellence is accelerated by an individual's inner drive to achieve something unique. This mental state of the individual is considered as the drive to reach or surpass others. Achievement Motivation, as a psychological construct, is seen in all individuals in varying degrees. It is a kind of latent desire or inner force that energizes an individual to move towards a particular goal. For example, an individual's desire to achieve outstanding success in school or to get a good grade is included in the achievement motive. Achievement Motivation is not limited to academic success, it can

manifest itself in the personal, social or professional area of a person's life. Individuals with high achievement motivation tend to show their extraordinary abilities in the above-mentioned areas and may like to take risks. They enjoy facing challenges or completing a set goal (Bhatnagar, 1999). This 'set goal' completion behavior can be thought of as a form of task completion behavior. There are certain categories of people who are very sensitive to the goal or task set before them. Persons with such motivation show relatively quickness or greater accuracy in completing a defined task. The individual's behavior to complete this task may be stimulated or produced due to the intrinsic desire or drive to surpass others or to succeed in one's endeavor. Therefore, an individual's task completion behavior can be perceived as a contributing factor to the spirit of achievement motivation. In other words, people who tend to accomplish a certain task in front of them can be considered to have some degree of achievement motivation.

Achievement motivation, which is a psycho-social trait, is acquired rather than inherited. An environment that is responsive to individual efforts, permissive by nature, and recognizing individual talent is the basis for fostering achievement motivation among individuals. Depending on the degree of opportunity provided to the individual, the type of environment such as rural, urban or tribal creates different effects on the individual's motivation to achieve. Also, besides gender, an individual's exposure to and future paths to various training courses also influences the degree of an individual's motivation for achievement, which can be categorized as arts, sciences, or professional courses. For this reason, students' gender, location and flow are expected to have their own roles in accelerating the achievement motivation process of individuals.

NEED OF THE STUDY

Achievement motivation inspires the person to acquire new knowledge and skills; and to increase self-efficacy, which is highly valued in all human societies. In our Indian education system, a conscious attempt by the relevant staff is required to increase the motivation level of the students. It is extremely important to identify the potential of each student and to provide opportunities for their development. Since our education system does not have the necessary opportunities in this regard, the relevant teachers should be very creative and try to ignite the thought process according to the potential of each student with the limited resources they have. Masses of youth run with energetic and innovative thoughts which need the right direction otherwise they will go astray and society will have to pay a lot for it. In this context, it is necessary to determine the motivation status of university students in a correct perspective, regardless of the potential difference caused by factors such as gender and trend.

Numerous studies in the field of achievement motivation reveal that art and science students show significant differences in terms of achievement motivation, but Arti's (2007) research studies reveal that there is a significant difference between female and male students in terms of variables. success motivation. Poonam (2008) reveals that girls have a higher level of achievement motivation than boys. Gwande (1988) reported that boys are more

motivated to achieve than girls. In studies conducted by Gokulanathan (1972), Singh (1979), Sujatha and Yasodhara (1986), Fatima (1986), Nayak (1990), Narain (1996), Bharskele (1997), and Bidyadhar (2006), it was found that tribal and non-tribal students there is a significant difference in achievement motivation; means that the local influences the degree of achievement motivation of individuals. It can be noted here that in the city of Amravati in the state of Maharashtra, there is no such specific study on the achievement motivation of students at the tertiary level, by streams and locales. Therefore, to understand the achievement motivation of science and art faculty students in general, the researcher, in particular, decided to research the current topic.

OBJECTIVES OF THE STUDY

1. To study the achievement motivation of higher secondary level studying students. .
2. To study the achievement motivation of higher secondary level students belonging to different educational streams & gender.

HYPOTHESES OF THE STUDY

1. There is no significant difference in the achievement motivation of higher secondary level studying students.
2. There is no significant difference in the achievement motivation of higher secondary level studying students belonging to different educational streams & gender.

DELIMITATIONS OF THE STUDY

The present study has been delimited, The study has been conducted on 90 higher secondary level students i.e.30 arts (15 boy's & 15 girl's), 30 commerce (15 boy's & 15 girl's) & 30 science (15 boy's & 15 girl's) students belonging Amravati city. The study is confined in Amravati city in western vidarbha the state of Maharashtra. The study is confined to the variables achievement motivation, gender & stream.

METHODOLOGY

The research method of the study was descriptive survey in nature. As descriptive survey method focuses on studying the existing conditions as it prevails and makes comprehensive descriptions of the same, the present study focuses on studying the achievement motivation of college students in relation to their gender & stream.

POPULATION AND SAMPLE

The population of the study comprised all higher secondary level studying students in Amravati city in the state of Maharashtra and the sample of the study comprised three stream art, commerce and science higher secondary level institution in Amravati city i.e. one of the art's and one for science higher secondary level institution. It may be mentioned here that 30 art's stream (boy's 15 & girl's 15) 30 science (15 boy's & 15 girl's) and 30 science stream (boy's 15 & Girl's 15) higher secondary level studying students were included in the sample. Further out of those 90 higher secondary level studying students All the samples were selected purposively keeping in mind the factor of gender & stream into special consideration.

TOOL USED

The investigator of the study used a standardized tool “Achievement Motive Test” developed by Dr. V.P. Bhargava.

TECHNIQUES OF ANALYSIS

Keeping in mind the objectives and hypotheses of the study both descriptive as well as inferential statistics were used for analysis. As such the collected data were tabulated and analyzed by adopting the statistical technique, finding out the significance of difference between the concerned means.

STATISTICAL ANALYSIS

Table No.1.1
Significance of Differences on Stream & Gender wise Achievement Motivation
For higher secondary level studying Students.

Tests of Between-Subjects Effects					
Dependent Variable: Academic Motivation					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	162.500	5	32.500	13.542	.000
Intercept	24700.900	1	24700.900	102.90	.000
Stream	140.000	2	70.000	29.167	.01^{sig}
Gender	22.500	1	22.500	9.375	.05^{sig}
Stream*Gender	20.000	2	10.000	4.16	.05^{sig}
Error	201.600	84	2.400		
Total	25065.000	90			
Corrected Total	364.100	89			

From the above table shown that the significant effect of educational stream of higher secondary level and gender of higher secondary level studying students on their achievement motivation. It's indicated that the higher secondary level studying students educational stream is significantly effect on students achievement score it's mean that the significant difference between the achievement motivation of Art's, commerce & science higher secondary level studying students. The gender for higher secondary level studying students is significantly effect on their achievement motivation score. It's means that, significant difference between Stream wise boys and girls students studying at higher secondary level. The interaction of educational stream (Art's, Commerce & Science) and Gender (Boy's & Girl's) have significantly interact on their academic motivation. It's significantly interaction shown are as following table.

Table no. 1.1.1

Mean score of Academic Motivation for educational stream and gender for higher secondary level students.

Descriptive Statistics				
Dependent Variable: Academic Motivation				
Stream	Gender	N	Mean	Std. Deviation
Arts	Boy's	15	15.4000	1.54919
	Girl's	15	14.4000	1.54919
	Total	30	14.9000	1.60495
Commerce	Boy's	15	17.4000	1.54919
	Girl's	15	16.4000	1.54919
	Total	30	16.9000	1.60495
Science	Boy's	15	18.4000	1.54919
	Girl's	15	17.4000	1.54919
	Total	30	17.9000	1.60495
Total	Boy's	45	17.0667	1.97023
	Girl's	45	16.0667	1.97023
	Total	90	16.5667	2.02262

MAJOR FINDINGS OF THE STUDY

On the basis statistical analysis and interpretation of data, the following findings have been drawn;

- The achievement motivation of Art's, commerce & science stream studying students differ significantly.
- The achievement motivation of arts boys & girls students significantly difference. The Art's stream boy's students achievement motivation score is effective compare to art's stream girl's students
- The achievement motivation of commerce boys & girls students significantly difference. The Art's stream boy's students achievement motivation score is effective compare to commerce stream girl's students.
- The achievement motivation of science boys & girls students significantly difference. The Art's stream boy's students achievement motivation score is effective compare to science stream girl's students
- The achievement motivation of overall boys and girls students studying at higher secondary level differ significantly. The all boys' students' achievement motivation is effective compare to girl's students.

EDUCATIONAL IMPLICATIONS OF THE STUDY

On the basis of the findings of the study the following educational implications can be derived;

- Students should be encouraged to have a higher degree of motivation to achieve something.

- Appropriate motivation, regardless of gender, should be provided to students to set realistic goals and achieve these goals.
- Home, college, and community members should equally contribute to the development of achievement motivation among students, regardless of stream or location.
- Teachers are expected to inform students about employment areas in different subjects.
- The child should be provided with a suitable environment inside and outside the classroom to develop success-oriented behavior.
- College authorities are expected to provide students with special opportunities to develop their potential that will accelerate their potential.

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