

A COMPARATIVE STUDY OF ACADEMIC ACHIEVEMENT
MOTIVATION OF HIGH SCHOOL STUDENTS

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ABSTRACT

Background: One of the most important factors that lead one to their goals is the drive. This drive is known as motivation. Academic achievement attains by motivation. There is great need of motivation for students, because motivation affects the academic achievement of the students. Academic motivation includes measuring items such as work habits and educational desire. Achievement motivation plays an important role to achieve educational goals of the students.

Aims: The present paper aims to investigate a study about the Academic Achievement Motivation of the students.

Methodology: In this study Descriptive survey method was used. Descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena and whenever possible, to draw valid general conclusions from the facts discovered. 100 students (50 students from private school, 25 girls and 25 boys and 50 students from govt. school, 25 girls and 25 boys) were selected from random sampling method in present study. Academic Achievement Motivation Test (AAMT) constructed by Dr. T.R. Sharma used in present study.

Result: It was found that Private school students had more academic achievement motivation than government school students at high school level.

Key Word: Academic Achievement Motivation, High school students.

Introduction

Students get his first informal education from his family. After that he comes to school for getting his formal education. Children semi-structured home learning environment transition into a more structured learning environment when children start first grade. There are number of factors which can effects the academic achievement of a student during his studies. These factors may be individual factors like- self concept, self confidence, motivation, interest etc. The effecting factors can be related to home and school environment etc. Motivation is one of the most important factors that can effect students during studies. Early academic achievement enhances the later academic achievement.

Achievement Motivation

Motivation is generally refers as the drive to achieve targets and the process to manage the drive. Motivation provides an important foundation to complete cognitive behaviour, such as planning, organization, decision-making, learning, and assessments (Pintrich & Schunk, 1996). Spence and Helmreich (1983) defined achievements as task-oriented behaviour. Performances of individuals are often compared against standards or with others for assessments. The differing perspectives of scholars result in various definitions of achievement motivation. The original definition of achievement motivation was from Atkinson (1964), who defined it as the comparison of performances with others and against certain standard activities. Atkinson and Feather (1966)

suggested that achievement motivation is a combination of two personality variables: tendency to approach success and tendency to avoid failure. Bigge and Hunt (1980) defined achievement motivation as the drive to work with diligence and vitality, to constantly steer toward targets, to obtain dominance in challenging and difficult tasks and create sense of achievement as a result.

This definition consists of three elements: the stimulation of personal capabilities, constant efforts with drive and obtaining of sense of satisfaction. Helmreich & Spence (1978) consolidated the theories concerning achievement motivation and compiled the Work and Family Orientation Questionnaire (WOFO). Meanwhile; they conducted a factor analysis and argued that achievement motivation consists of four elements, i.e. mastery of needs, work orientation, competition, and personal unconcern. After further studies, they found that the interaction of the first three elements is the key reason that contributes to excellent performance of individuals. It is highly related to personal achievements (Spence & Helmreich, 1983).

1. **Mastery of needs:** An individual prefers jobs that are challenging, intellectually demanding, and thought-oriented. He or she enjoys playing a leadership role in groups and is able to complete tasks already started.
2. **Work orientation:** An individual takes a proactive attitude toward work and loves what he or she does. He or she obtains sense of satisfaction from work and pursues self-realization and growth.
3. **Competition:** An individual hopes for victory and has the desire to win over others.
4. **Personal unconcern:** An individual does not consider success or stellar performance to be the cause of being rejected by others. In other words, there is no fear of success.

Rationale of the Study

Keeping in the mind, the recent advancement in every sphere of life, there is a great need to be fully equipped ordinary potential for being successful. Motivated person become inwardly and outwardly confident and can easily face the challenges of dynamic world. Academic achievement attains by motivation. There is great need of motivation for students, because motivation effects the academic achievement of the students. The present study is about the academic achievement motivation of the children. Academic motivation is the attitudes towards school and learning enthusiasm for academic achievement. Academic motivation involves measuring items such as work habits and scholastic expectation. Achievement motivation plays an important role to achieve educational goals of the students. Present study will help in understanding the role of motivation for good academic performance. This will help parents, teachers and guidance worker to understand the children and have necessary action related to achievement motivation for good academic performances.

Objectives of the Study

1. To compare academic achievement motivation in boys and girls of high school students.
2. To compare academic achievement motivation in government and private high school students.

Hypotheses of the study

H1 There will be no significant difference in academic achievement motivation among boys and girls of high school classes.

H2 There will be no significant difference in academic achievement motivation among the students of government and private high school schools.

Methodology Used

Descriptive survey method was adopted to study the present problem.

Sample

Simple random sampling technique was used for the selection of sampling cases. Total 100 students (50 students from private school, 25 girls and 25 boys and 50 students from govt. school, 25 girls and 25 boys) were selected for this study.

Tool Used for the Study

The tool used for the present study is- Academic Achievement Motivation Test (AAMT) constructed by Dr. T.R. Sharma (Hindi adaptation)

Statistical techniques used

Mean, S.D. and t-test, Histogram were used for the data analysis on M S excel.

Data Analysis and Interpretation

Comparison between Boys and Girls High School students for Academic Achievement Motivation

Gender	N	Mean	SD	df	t-value	Level of significance
Boys	50	20.24	4.87	98	12.23	0.05
Girls	50	30.42	3.30			

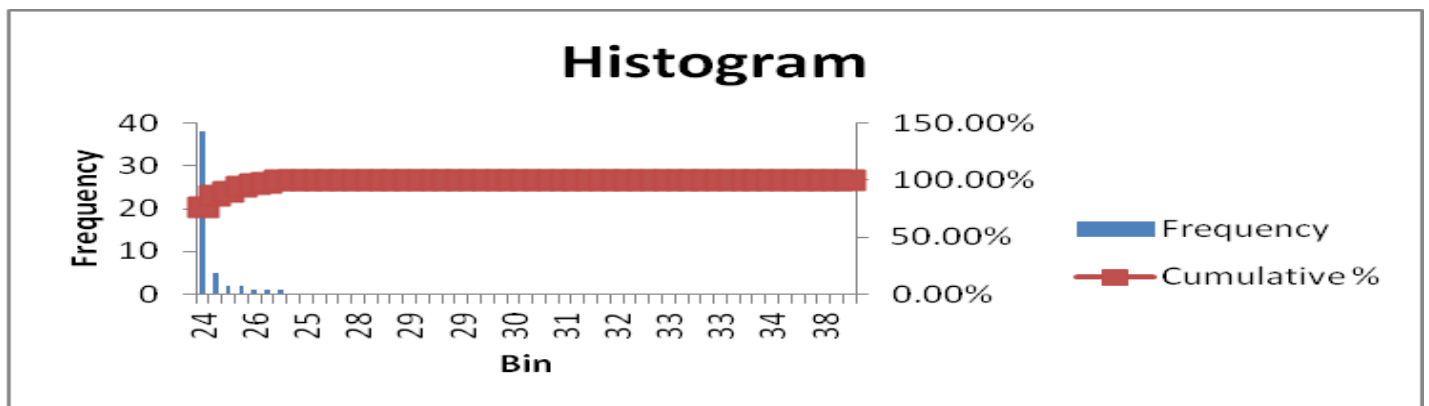


Table-1 Showing values of Mean, S.D. & t-value of girls & boys students of High school level Interpretation

The table 1 shows the comparison of boys and girls of High school classes with respect to academic achievement motivation. The mean value of boys and girls were 20.24 and 30.42 respectively. The mean value of girls is higher than the boys which mean that girls have more academic achievement motivation than the boys. The t-value was 12.23 which are significant at 0.05 level of significance. Thus the Null Hypothesis "There will be no significant difference in academic achievement motivation between girls and boys students of High school classes" was rejected. It means that there is significant difference between boys and girls of High school classes for academic achievement motivation.

Comparison between Private and Government students of High school classes for Academic Achievement Motivation

Gender	N	Mean	SD	df	t-value	Level of significance
Private school	50	30.94	3.08	98	13.12	0.05
Government school	50	20.24	4.87			

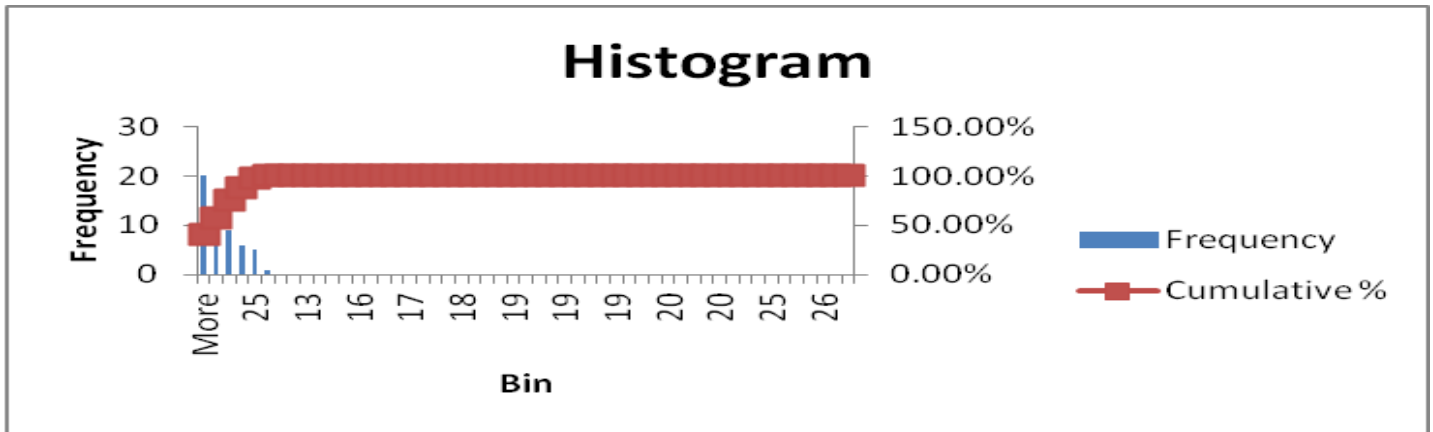


Table-2 Showing values of Mean, S.D. & t-value of private & government school students of high school level

Interpretation:

The table 2 shows the comparison of private and government schools students of High school classes with respect to academic achievement motivation. The mean value for private and government schools are 30.94 and 20.24 respectively. The mean value of private school students is higher than the government school students which mean that private school students have more academic achievement motivation than the government school students. The t-value was 13.12 which is significant at 0.05 level of significance. Thus the Null Hypothesis “There will be significant difference in academic achievement motivation between private and government schools students of high school classes” is rejected. It means that there is significant difference between private and government school students of high school classes for academic achievement motivation.

Main findings of the study

- Girls students had more academic achievement motivation than boys at high school level.
- Private school students had more academic achievement motivation than government school students at high school level.

Educational Implications

- Teacher and Guidance specialist ought to spur students towards their academic achievement.
- Parents should expel the de-motivating components from environment of the students.
- The present investigation has its suggestions for guardians, teachers, Guidance specialist and educational administrator's counsellor for future.
- The specialized guidance schools are given to the students at various phases of their academic career so they can accomplish their goals.

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