

Achievement Motivation of the High School Students: A Case Study among Different Communities of Goalpara District of Assam

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ABSTRACT

The study examines the effect of achievement motivation on the academic achievement of high school students of tribal and non-tribal communities vis-à-vis their sex and locale. The data were collected through descriptive survey method by adopting stratified random sampling technique. Gopal Rao's Achievement Motivation Scale was used as a measure for the study and t' test and Pearson's co-efficient of correlation (r) were adopted to measure the significant difference and significant relationship between the variables. Consequently the study found no significant difference between tribal and non tribal and between male and female students. However, the urban students showed higher achievement motivation than the rural students of both the communities. In case of relationship, no significant relation was observed between achievement motivation and academic achievement of tribal, male and rural students. But a significant relationship was found between the achievement motivation and academic achievement of non tribal, female and urban students of both the communities.

Introduction

In today's world achievement is considered to be a key factor for personal and social progress. The whole system of education revolves round academic achievement of students at school. Do the children find such a system interesting? The school learning of a child depends on various psycho-physical, socio-cultural and economic factors. Individual differences result in diversity among students in their academic achievements and studies have shown

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general mental ability, as a major factor in determining achievement (Khader, 1992). But apart from the general mental ability, other factors such as personality traits, attitude or interest towards the study, achievement motivations etc. are also the determinants of academic achievement. Motivation is always considered to be a central factor in academic achievement. Achievement is a task oriented behaviour that allows the individual's performance to be evaluated according to some internally or externally imposed criteria that involve the individual in competing with others or with some standard of excellence (Smith, 1969).

Achievement motivation is a primary condition to achieve something. It is a strong motive characterised by ambition, high level of energy, strong desire for independence. It is a stable learned characteristic feature in which satisfaction comes from striving for and achieving a certain level of excellence. Achievement Motivation is a drive to excel in learning tasks combined with capacity to experience tried in accomplishment (Eggen and Kauchak, 1994). The concept of Achievement Motivation was first popularised by Murray in 1938. Later David McClelland (1965) and Atkinson (1964) concentrated on the study of achievement motivation. People who strove for excellence in a field for the sake of achieving and not for some reward are considered to have a high need for achievement. This need has been labelled as n-achievement for convenience. So the need for achievement or n-ach was defined as the desire or tendency to do things as rapidly and to accomplish something difficult to master, to manipulate, to organise physical objects, human beings or ideas. This is to do things as rapidly and independently as possible to overcome obstacles and obtain a high standard to excel oneself so as to rival and surpass others and to increase self-regard by the help of successful exercise of talents (Murray, 1938).

The theory of achievement motivation is concerned with the interaction of personality and the immediate environment as a contemporary determinant of aspiration, efforts and persistence when an individual expects that performance will be evaluated as success or failure in relation to some standard of excellence.

McClelland (1965) has rightly said that if in a given country the students in the schools or universities have concern for excellence, that country will show a considerable amount of progress. So the progress of a country depends upon its youth /students and, to a great extent, depends upon their academic attainment.

Significance of the Study

It is important both for the parents and the educators to understand why promoting and encouraging achievement motivation from an early stage is imperative. It is a consistent striving force of an individual to achieve success to certain standard of excellence in the competing situation. The students form self concept, values and beliefs about their abilities at a young age at school. The development of an early academic achievement motivation has significant implications for later academic careers. A great deal of research has found that students with high achievement motivation are more likely to have increased levels of academic achievement and have lower dropout rates. So the investigator feels that the raising of achievement motivation of the high school students may go a long way in enhancing the academic achievement. That is why the present study endeavoured to examine the achievement motivation of tribal and non-tribal students of Goalpara District of Assam.

Objectives of the study

1. To find out the levels of achievement motivation of high school students in relation to their community, sex and locale.
2. To find out the difference in the achievement motivation among the high school students on the basis of communities (tribal/non-tribal), sex (male/female) and locale (urban/rural).
3. To find out the relationship between achievement motivation of high school students and their corresponding academic achievement.

Hypotheses

Ho1. There is no significant difference in the achievement motivation among high school students on the basis of their community, sex and locality.

Ho2. There is no significant relationship between the Academic Achievement and the Achievement Motivation of the high school students on the basis of community, locale and sex.

Methodology

The Sample

The study was conducted with a sample of 200 students of class X selected from 10 government high schools of Goalpara district

of Assam through Stratified Random Sampling Technique. Stratification was done on the basis of community, sex and locality. It consisted of two categories of students: the students belonging to the tribal community which includes Rabha, Hajong, Bodo, Kachari tribes and the other category of the students belong to non-tribal community which includes all the general castes of Hindu and Muslim, Scheduled Caste, OBC etc. Both males and females of the above communities of rural and urban schools were considered.

Tools Used

Gopal Rao's Achievement Motivation Scale (1974) was used as a measuring tool.

The marks obtained by various categories of students of class IX in their Final Examination were taken as an index of their Academic Achievement.

Analysis and Interpretations

Table 1
Percentage distribution of Achievement Motivation (AM) Scores of Various Categories of Students

Categories of students	Nos.	High A.M (%)	Moderate AM (%)	Low A.M. (%)
Entire	200	7	60	33
Non-tribal	140	10	60	30
Tribal	60	5	35	60
Male	100	15	68	17
Female	100	14	55	31
Urban	120	13	67	20
Rural	80	10	50	40

From Table 1 it is clear that only 7 per cent of high school students in total sample are at high level of achievement motivation, 60 per cent students at moderate and 33 per cent at low level. So it is concluded that high school students have moderate achievement motivation. But categorically it has been seen that maximum percentage of tribal students (60 per cent) are in low level of achievement motivation.

Table 2
Significance of the difference between Means of the Achievement Motivation Scores of the Various Samples

Sample Groups		N	M	SD	't' value	Significant at 0.05 Level
Community	Non-tribal	140	17.05	3.52	2.31	
	Tribal	60	15.63	3.69		S
Sex	Male	100	17.48	3.88	1.39	
	Female	100	16.73	3.73		NS
Locale	Urban	120	17.16	3.89	10.03	S
	Rural	80	11.87	3.49		

Table 2 depicts that the mean difference in AM Scores between tribal and non-tribal high school students are significant at 0.05 level. It indicates that there exists a significant difference in the Achievement Motivation of tribal and non-tribal students. From the mean scores provided in the Table 2, it is evident that the non-tribal high school students have higher mean score (17.05) than their tribal counterpart (M=15.63). This means the non-tribal students have a high need for achievement which was supported by Gokulnathan and Meheta (1972), Sha (2006) etc. The result of the present study is contradictory to the studies of Lalitha (1985), Lyngdho (1974), Mubayi (1976) etc. where they reported that tribal and non-tribal students did not differ significantly in their level of achievement motivation.

Further the t value 1.39 shows the mean difference in the AM scores of male and female high school students is not significant at 0.05 level. This indicates that there is no significant difference between male and female students of both the communities with respect to the achievement motivation. The mean scores of both groups (M=17.48 & M=16.73), as given in the Table 2 are only slightly different. It indicates that gender has no significant effect on achieving the standard of excellence in their academic field. The result of the present study is supported by Ahmed (1998), Chetri (2014), Grewal and Sinha (1987); Lalitha (1985), Pathak (1974), etc. but contradicts the studies by Kaur (2004), Parikh (1976), Veena and Shastri (2011) who found a significant difference in achievement motivation between male and female students.

The rural-urban sub-samples of high school students were compared with respect to their AM and the t value of 10.03 showed a significant difference between rural and urban high school students at 0.05 level. According to mean score as given in Table 2 it is evident that the urban sub samples have higher mean score (M=17.16) in achievement motivation than the rural sub samples (M=11.87). This indicates that the students from urban locales are striving more for achieving excellence than their rural counterparts. Thus the rural-urban locality has a significant effect on the achievement motivation of the students of the both communities. This result of the present investigation is supported by the studies of Kaur (2004), Mubayi (1976), Srivastav (1979), Rana and Nirmala Devi (2011), Vimal Kishor and Rana (2010), etc. but the studies of Ahluwalia (1985), Grewal and Sinha (1987), Lalitha (1985), Thanelakshmi and Mohaidaen (2011) etc. are contradictory to the present study as they found no significant difference between urban and rural high school students in respect of the achievement motivation.

Table 3
Relationship between Achievement Motivation (AM) and Academic Achievement (AA) of High School Students:

Sample	N	Obtained r'	Df	p- value of r	Significant at 0.05 level
Non-tribal	1400	0.70	138	0.208	S
Tribal	60	0.17	58	0.325	NS
Male	100	0.11	98	0.254	NS
Female	100	0.54	98	0.254	S
Urban	120	0.42	118	0.228	S
Rural	80	0.77	78	0.283	S

The calculated value of r is 0.70 and is higher than the table value of r at 0.05 level of significance as shown in Table 3 which reveals a positive correlation between achievement motivation and academic achievement of non-tribal student groups but in case of tribal student groups the co-efficient of correlation (r= 0.17) between AM and AA which is less than the table value, is not significant at 0.05 level. It means the academic achievement of non-tribal high school students are influenced by their achievement motivation

where as the academic achievement of tribal students group are not influenced by achievement motivation.

The 'r' value between AM and AA of male and female groups of students reveals a different result. The calculated 'r' value 0.11 is less than the table value at 0.05 level of significance which indicates that the relationship between the above two variables is not significant and hence the academic achievement of male students are not affected by their achievement motivation. On the other hand, in case of female students, the 'r' value 0.54 is more than the table value, which shows that there is a significant relationship between AA and AM at 0.05 level. It implies that the academic achievement of female students is closely related with their achievement motivation.

The correlation between AM and AA of urban and rural groups of students reveals that in both cases the calculated 'r' value 0.42 and 0.77 are more than the table value and hence significant at 0.05 level. That means the academic achievement of urban and rural students of both the community were closely related with their achievement motivation.

The above result of present study is supported by several investigations which indicate an inverse relationship as well as correlation between achievement motivation and school achievement of high school student i.e. the findings of Amrai et al. (2011), Christian (1979), Hota (1995), Krishnamurthy (2000), Lalitha (1985), Pathak (1974), Poddar (2013), Sandhu (2014) etc.

Findings

1. The percentage distribution of the scores reveals that most of the groups of students (60%) have average level of AM. It also reveals that the level of AM in the male and urban students were better in comparison to their other counterparts.
2. It was found that non-tribal students were slightly better than their tribal counterpart. In case of males and females of both the communities, it was found that males had marginally better AM than females. Further, in case of urban and rural students of both the communities, urban students had much higher Achievement Motivation than their rural counterparts. Thus, it is found that except rural students of both the communities all other categories of sample had average Achievement Motivation.
3. There was no significant difference between tribal and non-tribal high school students in relation to their AM.

4. There was a significant difference in AM between urban and rural students. The urban students have much higher AM than their rural counterparts.
5. There was a significant correlation between the Achievement Motivation and Academic Achievement of non-tribal students.
6. There was a significant correlation between the Achievement Motivation and Academic Achievement of female, urban and rural students of both the communities.
7. The academic achievement of tribal students was not significantly related with achievement motivation.
8. The academic achievement of tribal students was not significantly related with their achievement motivation.
9. The academic achievement and achievement motivation of male students of both communities was found to be not significant.

Conclusion

The analysis shows that non-tribal students have comparatively better Achievement Motivation than the tribal students. Besides other factors, due to low Achievement Motivation many tribal students may fail to achieve excellence in their studies. The tribal students and particularly the rural students being socially disadvantaged and deprived have significantly lower Academic Achievement compared to the non-tribal and urban students. This warrants attention of one and all to provide proper educational climate and supporting human assistance to enhance the level of achievement motivation which can subsequently improve their academic performance and they can march ahead with other students of advanced and sustainable society. They need proper help, motivation, encouragement, remedial instruction, guidance and counselling. The proper diagnosis of their educational backwardness and corrective treatment are also necessary ingredients of a sound educational programme for the deprived, tribal and rural student-population.

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