Academic Achievement in Relation to Achievement Motivation of High School Students

Sukhvir Kaur[1]

Assistant Professor, S.S.D.Girl's College of Education, Bathinda, India

Abstract: *The objective of the present paper is analysis the nature and distribution of academic achievement and achievement motivation of high school students of district Muktsar of Punjab state. The methods of investigation used to conduct the present study as it describes the nature and distribution of variables, which involves the comparison of boys and girls of class X students of P.S.E.B. schools on the variables of academic achievement and achievement motivation. The study concluded that academic achievement of the sample was above average in the present study.*

Keywords: achievement motivation, academic achievement, distribution, variables

1. Introduction

In this rapidly changing world and with the growing advancement in science and information technology, the place of education has become so vital that every parents today sets high goals to educate his/her child. It is a common observation that success in the academic achievement saves as an emotional tonic and any damage done to a child may be partially repaired by the success in school.

Sound development in academic can will be matched with pillars on which entire future structure of personality stands and a good academic record of students is an index of an effective educational system. In more general term, academic achievement means the achievement of the pupils in so-called academic subjects. Therefore, academic achievement may be defined as a measure of knowledge, understanding or skills in a specific subjects or a group for subjects.

Academic achievement is not a uni-dimensional; multi-dimensional phenomenon. So, differences in academic achievement can be attributed to one single factor but to a large number of factors those affect academic achievement. The factors on which achievement depends are innumerable e.g. intelligence, motivation, creativity, achievement motivation, personality, socio-economic status etc. However, it was not possible to take them up all these factors one time due to constraints of time and resources, achievement motivation was selected for the present study.

2. Achievement Motivation

Achievement motivation can be understood simply as the tendency to strive for success or the attainment of a desired goal. The importance of achievement motivation in the learning and achievement process has been given a great goal of attention in the recent researches. Motivation plays a vital role in the life. Motivation refers to the behaviour of an individual who strives to accomplish something to do this best and to excel others performance. This involves competition with a particular standard of excellence of performance.

3. Objectives of the Study

The study was carried out with the help of following objectives:

1. To study the nature and distribution of variables under study i.e. achievement motivation and academic achievement.
2. To compare boys and girls on the variables of achievement motivation and academic achievement.
3. To find out the influence of achievement motivation on academic achievement of students.

4. Hypotheses of the Study

Based on objectives following hypotheses were formulated:

1. The sample will exhibit normal distribution on the variables of academic achievement and achievement motivation.
2. Boys and girls will differ significantly on the variables under study.
3. Achievement motivation will has a significant and positive influence on the academic achievement of the students.

5. Design of the Study

The present study under investigation is descriptive exploratory survey coupled with technique of comparative analysis and bi-variate relationships.

6. Sample of the Survey

The first task of the investigator was to take a representative sample from field of investigation. For this purpose 200 students were taken from P.S.E.B. schools of Muktsar district of Punjab state. The technique of sampling was incidental and purposive in nature.

7. Tools Used

The following tools were used for the collection of data.

1. To measure the Achievement Motivation Deo Mohan's Achievement Motivation Scale (1985) was used.
2. Academic achievement was taken as percentage of marks obtained by the students in IX class.

8. Results and Discussion

The objective of descriptive analysis was to find the nature and distribution of variables under studies i.e. achievement motivation and academic achievement. Accordingly, the result have been analyzed and interpreted in the light of techniques of means, S.D., skewness and kurtosis for total samples in table 1.

8.1 Academic Achievement

The mean of the total sample was 58.58 and S.D. was 5.16. The value of mean and S.D. indicates that the total sample understudy scored above 58%. This means that academic achievement of the sample was above average. The value of -0.338 and 0.115 respectively for skewness and kurtosis showed it to be negatively skewed and leptikurtic.

8.2 Achievement Motivation

The value of mean and S.D. was 145.43 and 18.14 respectively for achievement motivation, which according to norms was found to be on 40th percentile. This indicates that most of students had below average achievement motivation. The value of -0.413 and -0.296 respectively for skewness and kurtosis claimed it to be negatively skewed and leptikurtic. On the basis of the above discussion, the hypothesis that the students will exhibit average level of academic achievement and level of achievement motivation was found to be below average in case of total sample was partially accepted in the present study.

Table 1: Mean, S.D., Skewness, Kurtosis and Standard Error of Mean for the variables of academic achievement and achievement motivation for total sample (N=200)

S. No	Variables	Mean	S.D.	SK	KU	SeM
1	Academic Achievement	58.58	5.16	-0.338	0.115	0.36
2	Achievement motivation	145.34	18.14	-0.413	-0.296	1.85

Table 2 deals with comparison of boys and girls groups on variables i.e academic achievement and achievement motivation.

8.3 Academic Achievement

The mean of academic achievement in case of boys and girls was 57.80 and 60.23, respectively. The t-ratio 2.55 was significant at 0.05 levels. The higher mean value of girls as compared to boys in case of academic achievement indicates that in the present study girls achieve higher than boys with respect to academic achievement.

8.4 Achievement Motivation

The table 2 depicted that no significant difference between boys and girls exists on achievement motivation. This result implied that boys and girls student have almost equally level of an achievement motivation in the present study. This finding is supported by Ahluwalia (1985) and Suman (1997)

who also finding that sex of child had no effect on achievement motivation. Hence, on the basis above discussion the hypothesis that no significant difference exists between boys and girls on the variables under study, thus stands partially accepted in favour of academic achievement only.

Table 2: Showing comparison of boys and girls groups on variables of academic achievement and achievement motivation

Variables	Boys		Girls		t-ratio	Remarks
	Mean	S.D.	Mean	S.D.		
Academic Achievement	57.80	8.89	60.23	4.89	2.55*	Significant at 0.05 level
Achievement motivation	143.20	19.85	151.48	16.37	1.34	Not significant

Table 3 shows that the product-moment co-efficient of correlation among academic achievement and achievement motivation for total sample. This analysis was done to study relationship between dependent variable academic achievement and independent variable achievement motivation. On the basis of the product-moment co-efficient of correlation in case of total sample academic achievement correlated positively and significantly with achievement motivation (r=0.249) at present 0.01 level.

Table 3: Showing product-moment co-efficient of correlation among academic achievement and achievement motivation for total sample (N=200)

Variable	Academic Achievement	Achievement motivation
Academic Achievement	1.000	
Achievement motivation	0.249**	1.000

**Significant at 0.01 level 0.181

This means that in the present sample achievement motivation contributes towards the academic achievement of the students. The hypothesis of significant correlation between achievement motivation and academic achievement was accepted.

9. Conclusion and Suggestions

The study concluded that academic achievement of the sample was above average in the present study. The hypothesis that the students will exhibit average level of academic achievement and level of achievement motivation was found to be below average in case of total sample was partially accepted in the present study. The hypothesis that no significant difference exists between boys and girls on the variables under study, thus stands partially accepted in favour of academic achievement only. This means that in the present sample achievement motivation contributes towards the academic achievement of the students. The hypothesis of significant correlation between achievement motivation and academic achievement was accepted. The study was limited to a small sample (N=200) of students. Hence the study can be repeated by using the large number of sample at a particular age level. The study may be conducted on the larger geographical area. Other psychological variables can also from part of the study.

References

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