



A Study of Achievement Motivation of Higher Secondary School Students

Abstract

Present study deals with the comparison of achievement motivation of higher secondary school students of Ahmedabad city. An Achievement Motivation Test for higher secondary schools' students constructed and standardized by researcher was used for the study. The Achievement Motivation Test consists of 36 items. The Achievement Motivation Test was examined for reliability by spilt half method, by Rullon formula and by Flangon formula, which are 0.93 and 0.88 respectively and by KR21 formula reliability is 0.84. The concurrent validity of the test is 0.76. Total 500 students were selected by using stratified random cluster sampling method for the study. Mean, standard deviation and t-values were calculated for testing the hypothesis. It was found that girls of higher secondary schools have good achievement motivation than that of boys of higher secondary schools. No significant difference seen between standard-11 and standar-12 and also among science stream and general stream.

Keyword: Achievement Motivation

Introduction:

Motivation plays an important role in human development. Motivation is a complex concept. If we refer to the past, study of motivation leads to early years of 20th century. McDougall and Sigmund Freud's research on motivation became very popular. Theoretical aspects of motivation got more clarified with the publication of McClelland's book 'The Achievement Motivation' in 1953. McClelland clarified in his book 'Achieving Society' that achievement motivation plays an important role in development of society. One of the prime reasons for an individual's success is 'Achievement Motivation'. So many factors affect achievement motivation of students. Students in this era study in rigid monotonous conditions. Teaching-learning has become more examination oriented. In order to get the students out of this complexity, various educational philosophers have suggested many ways for the same. One of the ways is achievement motivation. To know achievement motivation of higher secondary schools' students is very important. So the researcher has decided to know the achievement motivation of higher secondary schools' students of Ahmedabad city in the context of their standard, gender and stream.

Objectives of the study:

Researcher has decided to work on the following objectives

1. To study the level of Achievement Motivation of higher secondary school students.
2. To study the Achievement Motivation of higher secondary school students in the context of their standard.

3. To study the Achievement Motivation of higher secondary school students in the context of their gender.
4. To study the Achievement Motivation of higher secondary school students in context of their stream.

Limitations of the study:

1. The study was limited to the Gujarati medium higher secondary schools students of Ahmedabad city.
2. The study was confined to the students of standard XI and standard XII of Ahmedabad city.
3. In the study only standard, gender and stream had been taken as independent variables.

Hypothesis of the study:

The following hypotheses were tested to know the effect of certain variables on Achievement Motivation of higher secondary school students.

HO₁ There is no significant difference between the mean scores obtained by students of standard XI and XII in Achievement Motivation Test.

HO₂ There is no significant difference between the mean scores obtained by boys and girls in Achievement Motivation Test.

HO₃ There is no significant difference between the mean scores obtained by students of science stream and general stream in Achievement Motivation Test.

Variables under the study:

The researcher has selected independent variables and dependent variables which are shown in table-1

Table-1 Variable under the study

Sr. No.	Variable	Types of Variable	Level
1	Standard	Independent	Std-XI Std-XII
2	Gender	Independent	Boys Girls
3	Stream	Independent	Science General
4	Achievement Motivation	Dependent	

Population and the sample of the study:

The population of the study consists of the students of Gujarati medium higher secondary schools of Ahmedabad city. Total 500 students of higher secondary schools of Ahmedabad city were selected as

sample by stratified random sampling method. The nos. of students according to the levels of independent variable is shown in table -1.

Table-1 Sample of the study

Stream	Science Stream				General Stream			
Standard	Standard-XI		Standard-XII		Standard-XI		Standard-XII	
Gender	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
	79	40	45	40	93	61	75	67
Total	500							

Tool of the study:

While designing the research plan need of the tool is necessary. Tool is the main instrument to reach the goals decided for the research. In this study researcher has selected the test standardized by researcher herself. The achievement motivation test of higher secondary school students having 36 items. The Achievement Motivation Test was examined for reliability by spilt half method, by Rullon formula and by Flangon formula, which are 0.93 and 0.88 respectively and by KR21 formula reliability is 0.84. The concurrent validity of the test is 0.76.

Research method:

Survey method has been used in the present study.

Data collection and Analysis:

After administering the Achievement Motivation Test on the students of selected sample, mean, standard deviation (SD) and t values were calculated on the basis of the scores obtained by the students in Achievement Motivation Test for testing the null hypothesis.

Classification of the sample according to their scores.

Table-3 indicates the classification of the scores where in four columns are shown in the title of level of achievement motivation, classes, frequency, percentage. Details are given in Table-3.

Table-3 Classification of the sample according to their scores

Level of Achievement Motivation	Classes	Frequency	Percentage (%)
Highest	36 or more	105	21
High	34-35	66	13.2
Average	31-34	117	23.4
Low	24-30	122	24.4
Lowest	23 or less	90	18

Looking at the interpretation, researcher found that out of 500 students 21% i.e. 105 students show the highest level of achievement motivation. 66 students i.e. 13.2% stands in High level. 117 students means 23.4% stands in average level. 122 students means 24.4% stands in Low level and 90 students means 18% students stands in Lowest level of achievement motivation.

Testing of null hypothesis:

9.1 Effect of standard on Achievement Motivation:

The main objective of the research is to collect the findings on relationship between achievement motivation and standard amongst students of XI and XII standard.

HO₁ There is no significant difference between the mean scores obtained by students of standard XI and XII in Achievement Motivation Tests.

To verify null hypothesis mean, SD, SED and t value were calculated. Table -2 shows the facts here:

Table-4: Mean, SD, SED, t value of the scores of Achievement Motivation Test of students of Standard XI and XII

Std	n	Mean	SD ²	SED	M-diff	t-value	Remark
11	273	29.84	44.52	0.62	0.33	0.54	NS
12	227	29.51	49.38				

Table -4 shows that the $t_{cal} = 0.54$ which is not significant at 0.05 level. Thus HO₁ is not rejected. This shows that there is no significant effect of standard on the achievement motivation.

9.2 Effect of Gender on Achievement Motivation:

The second objective is to observe the effect between boys and girls.

HO₂ There is no significance difference between the mean scores obtained by boys and girls in Achievement Motivation Test.

To verify null hypothesis mean, SD, SED and t value were calculated. Table -3 shows the facts here

Table- 5 Mean, SD, SED, t value of the scores of Achievement Motivation Test of boys and girls

Gender	n	Mean	SD ²	SED	M-diff	t-value	Remark
Boys	292	29.15	46.56	0.61	1.30	2.13	*
Girls	208	30.45	46.60				

Table- 5 shows that the $t_{cal} = 2.13$ which is greater than $t_{tab}=1.96$ required for significance at 0.05 level. Thus HO₂ is rejected. This shows that there is significant effect of gender on the Achievement Motivation. The girls are superior to the boys in achievement motivation.

9.3 Effect of Stream on Achievement Motivation

The last objective was to observe the effect of stream on achievement motivation.

HO₃ There is no significance difference between the mean scores obtained by students of science stream and students of general stream of higher secondary schools in Achievement Motivation Test.

To verify null hypothesis mean, SD, SED and t value were calculated. Table- 6 shows the facts here

Table- 6 Mean, SD, SED, t value of the scores of Achievement Motivation Test of Students of science and general stream

Stream	N	Mean	SD ²	SED	M-diff	t-value	Remark
Science	204	29.66	40.09	0.61	0.05	0.09	NS
General	296	29.71	51.35				

Table -6 shows that the $t_{cal} = 0.09$ which is not significant at 0.05 level. Thus HO₃ is not rejected. This shows that there is no significant effect of stream on the achievement motivation.

Findings:

The following findings were found on the basis of analysis and interpretation of the data.

1. Highest students are included in low level of achievement motivation.
2. Lowest students are included in highest level of achievement motivation.
3. There is no significant difference in the achievement motivation among std. XI and std. XII students.
4. There is a significant difference in the achievement motivation among the boys and girls. Girls have good achievement motivation than boys.
5. There is no significant difference in the achievement motivation among science and general stream students.

Educational implications:

Based on research it is proven that there is a significant difference in the achievement motivation among the boys and girls. To counter this one needs to device a program aimed at enhancing achievement motivation amongst boys and girls in different ways. Students should be motivated to excel in every field. Appropriate advice and guidance can significant increase achievement motivation.

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