A STUDY ON ACHIEVEMENT MOTIVATION AMONG THE SECONDARY LEVEL STUDENTS IN TIRUCHIRAPPALLI DISTRICT

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Abstract

In the present study Achievement Motivation of Secondary Level Students of Tiruchirappalli District ,with respect to select variables was analyzed by Document analysis using secondary data. Among the, 446 students were selected randomly. An analysis of the data was carried out using the SPSS software package and the findings of this study show that the secondary level students have at above average level of achievement motivation. Similarly the Achievement Motivation level among secondary students is not high. Achievement motivation level among secondary students is average. Similarly, Achievement Motivation boys is higher than girls students,similarly urban secondary students is higher than rural secondary students.
Key Words:Achievement Motivation , Document Analysis.

INTRODUCTION

The willingness of the students to actively participate in the academic processes is defined as motivation. Achievement Motivation (AM) has been defined as 'Combination of psychological forces, which initiate direct and sustained behaviour towards successful attainment of some goals.

The concept of achievement has been developed by McClelland, Atkinson, Clark and Lowell (1953). They defined this concept as 'concern over competition with standard of excellence. It is a competency doing the thing better than someone else. It is the desire or tendency to do things in c rapidly as possible and to overcome obstacles and attain a high standard. AM refers to a person's efforts to master a task, achieve excellence, overcome obstacles, (1984 perform better than others and take pride in exercising talent. AM is also defined as a habitual desire to achieve goals through one's individual efforts.' Individuals vary quite a lot in this motivation. Managers, coaches and many type of leaders are very dividends in terms of high performance and leads to excellence (Kamalesh; 2006).

Thus, AM is the desire to do better, to achieve unique, accomplishment, to compete with standard of excellence and to involve oneself with long term achievement. Researcher reviewed many researches related to AM. Senger, Sing and Srivastava (1985) reported that SC Secondary students had less desire for achievement and recognition. Pareek (1970) reported that poverty leads to lowneed for achievement and powerlessness. The study of Jha Suman, Jha Jyoti & Jootsna Kumari (2007) concluded that the four caste groups namely, Bantar, Musahar, Paswan and Ram

did not differ significantly on AM and anxiety. Sharma (1978) found that low caste students have lower AM in comparison to higher caste students. Krishana (1986) found that Christian tribal students have higher AM as compared to the non- Christian tribal students. Prasad (1984) obtained no significant difference between socio-economically advantaged and dis-advantaged students with regard to AM. Mehta & Mehta (1974) observed the relationship between social classes and need of achievement is not very conclusive. Alam (1992) observed that the level of AM varied with the level of socio-economic status and type of culture in a cross cultural study of achievement of African and Indian students. Srivastanva (1998) found that African students have higher scores than Indian students on AM. Pathak and Jha (2003) reported that socio-economically privileged group has higher AM than the unprivileged group. Verma, Karenbala and Asthana, Madhu (2007) concluded that knowledge of reservation policies of Indian government has positive impact on AM. Results show that the significant increase in AM level of SC/ST and OBC while decrease in forward class. Ali, Jawed and Abdul Raheman (2012) compared the AM of male and female weight lifters of Manipur. The results revealed that there is no significant difference between AM mean scores of male and female weight lifters of Manipur. The level of AM of these weight lifters was found in the moderate level. Khan, Haider and Ahmad (2011) reported that there is no significant difference AM between AM of male and female basket ball players. Kumar and Kalidasan (2011) found that there is no significant difference between AM of Tamil Nadu and Karnataka fresher's and experienced ball badminton players. (Awasthgi, Bina (2002) found that male students had significantly higher AM than female students. The high intelligent students had significantly higher AM than the lower intelligent students and the students coming from high socio economic status background had significantly higher AM than those having lower socio economic status background. Mehta (1969) found that the socio-economic status of pupil as such was not significantly related to AM. Desai (1972) also found that the socio economic status did not show relationship with children's achievement. Shrivastava and Tiwari (1967) found that upper class people have high AM. Positive relationship was found between socio-economic status and AM by Chaudhari (1971). Mehta (1960) found low positive significant correlation between AM and intelligence. Desai (1970) found low and positive relations, whereas Chaudhari (1971) could not found positive relationship between AM and intelligence. Good (1973), Heckhausen (1967), Lindquist (1959) and Hurlock (1967) also studied AM in relation to a number of factors like intelligence, level of aspiration and creativity. Pathak, Minakshi & Bajpai, Pramodkumar (2012) found that cohesion, conflict, acceptance and caring relationship dimensions and organization areas of family climate are significantly and positively correlated to AM whereas expressiveness, independence, active recreational orientation, personal growth and control dimensions of family climate do not contribute to academic AM. Goswami, Minakshi (2000) concluded that the children of working mother were more achievement oriented than the children of non-working mothers.

The need of AM is influenced by individual's wishes for what they want to achieve, their interest, experiences, personality patterns, personal values, sex, socio-economic status and even by caste background. Apart from personal factors, there are many environmental factors such parental as ambitions, social expectations, peer pressures, sex appropriateness of aspiration,

cultural traditional, social values and competition which influence the AM (Hurlock; 1997). Parental and social expectations from boys and girls vary. Every culture and society have prescribed roles for boys and girls, are appreciated, when they are in accordance with the prescribed norms & roles of society.

Students need AM to acquire values and knowledge. AM is the main factor in any type of learning. In order to make learning meaningful, it is necessary that students motivated before are made to learn. Emphasizing the importance of motivation in learning process, Kelle has stated that motivation is the central factor in the effective management of the process of learning. Some types of motivation must be present in all learning. Therefore, before going to teach the subject, teacher should acquaint the AM of the students. If he is aware about his students, he can create the learning environment in the classroom so that learners can be motivated for learning and interest can be created among them. He can organize the learning activities to motivate the students. Keeping in mind all these things, present study was undertaken.

OBJECTIVES OF THE STUDY
➢ To assess level of Achievement Motivation of the students at secondary level.
➢ To assess the level of Academic performance of the students at the secondary level.
➢ To find out the significance of difference if any, in the achievement motivation with respect to Gender & Locality.

HYPOTHESES
➢ The level of achievement motivation of secondary students not high.
➢ There is no significant difference in the achievement motivation mean scores of between boys and girls between Rural and Urban students.

DELIMITATIONS OF THE STUDY
The study was delimited to the Secondary students in age range 14 to 19 years in Tiruchirappalli District, of Tamilnadu state. Only the Achievement Motivation levels among the Secondary students in relation to gender and locality were studied.

METHODOLOGY
Population and Sample:
The population of the study comprised of Secondary students of Tiruchirappalli District. For the present study, 446 Secondary students were selected by using stratified random sampling method from Secondary schools situated in Tiruchirappalli district. The sample included 230 rural Secondary students and 216 urban Secondary students.

Tool Used:
Achievement Motivation Scale by Mishra and Srivastava was used. This scale consists of 24 forced choice items to be responded as 'Yes' or 'No. Maximum score on this scale is 24 and minimum 0. A high score reflects high Achievement Motivation.

Statistical Techniques:

The collected data were analysed by using descriptive statistics and inferential statistics. Descriptive statistics was used for studying the distribution of AM scores of the Secondary students and inferential statistics was used for testing the null hypotheses.

Data collected through Achievement Motivation Scale were analyzed by using statistical techniques. The Mean, Median, Mode, Standard Deviation (SD), Skewness and Kurtosis were computed for respective groups and values were calculated for testing the null hypotheses.

DATA ANALYSIS AND INTERPRETATION

Table – 1

Mean (M), Median (Mdn), Mode (Mo), Standard Deviation (SD), Kurtosis (Ku) and Skewness (Sk) of Achievement Motivation Scores of Secondary students

Secondary students	No	M	Mdn	Mo	SD	Ku	Sk
All Secondary students	446	18.92	19.00	17.00	4.82	1.11	-0.19
All Boys	223	19.67	20.00	21.00	4.64	0.53	-0.23
All Girls	223	18.17	18.00	17.00	4.90	1.74	-0.11
Rural	230	17.85	18.00	18.00	5.16	0.88	-0.33
Urban	216	20.06	20.00	21.00	4.16	0.29	-0.52

Table1 , shows that the mean, median and mode of AM scores of Secondary students are respectively 18.92, 19.00 and 17.00. It shows that AM was normally distributed for Secondary students and the mean, median and mode of distribution for all boys are 19.67, 20.00 and 21.00 respectively whereas for girls 18.17, 18.00 and 17.00 respectively. This implies that AM was normally distributed for both the groups. The means of AM of two the groups were 19.67 & 18.17 respectively which were nearly equal.

The mean, median and mode of distribution for all rural are 17.85, 18.00 and 18.00 respectively whereas for urban students 20.06, 20.00 and 21.00 respectively. This implies that AM was normally distributed for both the groups. The average Achievement Motivation of urban boys is greater than rural boys.

Further the calculated values skewness for groups of boys and girls were -0.23 and -0.11 respectively. This means that the distributions of AM scores were negatively skewed as scores tend to trial off to the left of the curve. The kurtosis was calculated to be 0.53 and 1.74 for boys and girls. It means that the distribution is platykurtic for both the groups.

Again the calculated values of skewness groups of urban and rural Secondary students for were -0.33 and -0.52 respectively. This means that the distributions of AM scores were negatively skewed as scores tend to trial off to the left of the curve. The kurtosis Table 2 shows that 25.56 % of boys fall in high level of AM whereas only 16.14 % of girls fall in high level of AM and 37.22% and 28.25% of boys and girls respectively fall in above average level of AM. This means the number of boys in was calculated to be 0.29 and 0.88 for urban and rural Secondary students. It means that the distribution is platykurtic for both the groups.

The levels of AM among boys and girls are decided in the AM scores limits which are mentioned in the manual of the scale. As per score limits, the boys and girls were distributed in the various levels of AM which is presented in the following table.

Table – 2
Achievements Motivation Scores Distribution among Boys and Girls

Achievements Motivation Level	Scores		Scores		Percentage	
	Boys	Girls	Boys	Girls	Boys	Girls
High	23 & Above	23 & Above	57	36	25.56	16.14
Above Average	19 - 22	20 - 22	83	63	37.22	28.25
Average	17 - 18	17 - 19	27	61	12.11	27.35
Below Average	15 - 16	14 - 16	29	19	13.00	8.52
Low	11 - 14	11 - 13	22	35	9.87	15.70
Very Poor	Below 10	Below 10	05	09	2.24	4.04

Table 2 shows that 25.56 % of boys fall in high level of AM whereas only 16.14 % of girls fall in high level of AM and 37.22% and 28.25% of boys and girls respectively fall in above average level of AM. This means the number of boys in high and above average level of AM is found higher than girls. Though the AM level among boys is found higher than girls but the number of Secondary students having high level of AM is very less. That means most of the boys and girls

fall in average level of AM. Therefore, it can be said that Achievement Motivation level among Secondary students is average and Achievement Motivation among girls is less than boys.

Table – 3

Mean (M), Standard Deviation (SD) and 't' Value of Achievement Motivation Scores of Boys and Girls

S. No.	Secondary students	No. of Secondary students	Mean	SD	't' value	Critical 't' value	Result
1.	Rural Boys Rural Girls	115 115	18.15 17.56	5.12 5.20	0.87	2.59	Not Significant
2.	Urban Boys Urban Girls	108 108	21.29 18.33	3.40 4.44	4.23	2.59	Significant
3.	All Boys All Girls	223 223	19.67 17.93	4.65 4.86	3.23	2.59	Significant

Table 3 shows that the mean and a SD of rural boys is 18.15 and 5.12 whereas t the Mean and SD of rural girls is 17.56 and a 5.20 respectively. The 't' value is 0.87 and E it is found not significant at 0.01 level of a significance. This indicates that the mean AM, scores of rural boys and girls not differ significantly. So, the null hypothesis "There is no significant difference between achievement motivation mean scores of rural boys' and girls' is accepted.

The mean and SD of urban boys is 21.29 and 3.40 whereas the mean and SD of urban girls is 18.33 and 4.44 respectively. The value is 4.23 and it is found significant at 0.01 level of significance. This indicates that the mean achievement motivation scores of urban boys and girls differ significantly. So, the null hypothesis "There is no significant difference between achievement motivations mean scores of urban boys' and girls' is rejected. The mean achievement motivation score of urban boys is significantly higher than the mean achievement motivation score of urban girls.

The mean and SD of all boys is 19.67 and 4.65 whereas the Mean and SD of all girls is 17.93 and 4.86 respectively. The 't' value is 3.23 and it is found significant at 0.01 level of significance. This indicates that the mean achievement motivation scores of all boys and all girls differ significantly. So, the null hypothesis "There is no significant difference between achievement motivations mean scores of all boys and all girls' is rejected. The mean achievement motivation score of all boys is significantly higher than the mean achievement motivation score of all girls.

Table – 4

Mean (M), Standard Deviation (SD) and 't' Value of Achievement Motivation Scores of Rural and Urban Secondary students

S. No.	Secondary students	No.of Secondary students	Mean	SD	't' value	Critical 't' value	Result
1.	Rural Boys Urban Boys	115 108	18.15 21.29	5.12 3.40	5.42	2.59	Significant
2.	Rural Girls Urban Girls	115 108	17.56 18.33	5.20 4.44	1.96	1.96*	Significant
3.	Rural Secondary students Urban Secondary students	230 216	17.85 20.06	5.16 4.17	4.99	2.59	Significant

*Significant 0.05 Level

Table 4 shows that the mean and SD of rural boys is 18.15 and 5.12 whereas the mean and SD of urban boys is 21.29 and 3.40 respectively. The 't' value is 5.42 and it is found significant at 0.01 level of significance. This indicates that the mean achievement motivation scores of rural boys and urban boys differ significantly. So, the null hypothesis "There is no significant difference between achievement motivation mean scores of rural boys and urban boys' is rejected. The achievement motivation mean score of urban boys is significantly higher than rural boys.

The mean and SD of rural girls is 17.56 and 5.20 whereas the mean and SD urban girls is 18.33 and 4.44 respectively. The 't' value is 1.96 and it is found significant at 0.05 level of significance. This indicates that the mean achievement motivation scores of rural girls and urban girls differ significantly. So, the null hypothesis "There is no significant difference between achievement motivation mean scores of rural girls and urban girls' is rejected.

Again from above table it can be observed that the mean and SD of rural Secondary students is 17.85 and 5.16 whereas the Mean and SD of urban Secondary students is 20.06 and 4.17 respectively. The ' value is 4.99 and it is found significant at 0.01 level of significance. This indicates that the mean achievement motivation scores of rural Secondary students and urban Secondary students differ significantly. So, the null hypothesis "There is no significant difference between achievement motivation mean scores of rural Secondary students and urban Secondary students' is rejected. The mean achievement motivation score of urban Secondary students is significantly higher than the mean achievement motivation score of rural Secondary students.

FINDINGS AND DISCUSSION

On the basis of analysis and interpretation of collected data it was found that,

◊ Achievement Motivation level among Secondary students is not high. Achievement motivation level among Secondary students is average.

◊ Achievement Motivation among boys is higher than girls.

◊ Achievement motivation among urban Secondary students is higher than rural Secondary students.

Finding 1 revealed that Achievement Motivation level among Secondary students is not high, it is average. It is supported by the findings of Abrol (1977), Gupta (1978), Jerath (1979) and Kour (1988) but the contradictory results were found by Chaudhari (1971), Aggrawal (1974) and Rani (1992). The reason behind it, is that today there is a saturation in every field of life. So, there is unemployment on the large scale. Every person tries to obtain the job by doing any means. This creates a corruption. So, the ordinary true person, by doing hard work and efforts, in not able to obtain a job and there is always a confusion in his mind about 'what to do?' the Secondary students observed this situation in society. So, they become confused regarding their future life.

Finding 2 revealed that Achievement Motivation level among boys is greater than girls. It is supported by the findings of Abrol (1977), Gupta (1978), Jerath (1979) and Kour (1988) but the contradictory results were found by Chaudhari (1971), Agrwal ((1974) and Rani (1992). This result is due to the situation in the rural area. Parents pay attention towards the development of boys than girls due to the lack of their education, poverty and dominance of traditions in rural area. Girl has subordinate place in her family. She is neglected in clothing, diet and other facilities every time. The parent's attitude is that when she comes of age, they think to marry her as early as possible. Parents do not take into account her feelings, ambitions, aspirations and thoughts. Therefore, even though she may have high ambitions and aspirations, rural girl cannot think about her own future. She only knows to obey orders given by parents about her future. The situation in urban area is somewhat better than rural area. The urban population is classified in to three categories namely, high, middle and low class according to socio-economic status. In high and middle class families, the status of boys and girls is not differentiated but the status of girls in low class family is same as in rural family. So, there is a significant gender difference in Achievement Motivation of Secondary students.

Finding 3 revealed that Achievement Motivation among urban Secondary students is higher than rural Secondary students. The reason behind it is be that in rural area, there is a lack of education, poverty, addiction, lack of facilities, the Secondary students do not have high ambitions. No one can inspire them. Urban parents have awareness regarding the future of their children. They encourage their children. They provide high quality facilities and inspire them to decide the aims and objectives of life.

IMPLICATIONS OF THE STUDY

As the findings revealed that Achievement Motivation level among the Secondary students is not at high level. So, to reach them at high level teacher should make teaching interesting, enhance learner's feelings of esteem by arranging varieties of learning experiences. Individual difference, sex, abilities and locality of Secondary students must be taken into consideration.

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