

ACHIEVEMENT MOTIVATION AMONG SECONDARY SCHOOL STUDENTS OF CHEEKA TOWN IN KAITHAL DISTRICT, HARYANA, INDIA

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Achievement Motivation is a consistent striving force of an individual to achieve success to certain standard of excellence in competing situation. In this study an attempt was made to study the achievement motivation among the secondary school students of class 9th and 10th, and then the comparison was done between the results of males and females and the another comparison was done between the results of sportsperson and non-sportsperson among those students. For this purpose a sample of 300 students, studying in class 9th and 10th of secondary schools of Cheeka town of Kaithal district were selected. They were administered using Deo mohan scale of Achievement Motivation. 't' test and co-efficient of correlation (r) was applied to study the significance of difference between means and standard deviation. It was found that there was no significant difference between Male and Female students but sportsperson students have shown higher achievement motivation than the non-sports person students.

A goal is achieved when it is accomplished, usually by extraordinary courage, ability, or other means. It is the act of finishing a task. It's something that's successfully finished, especially with practice, skill, work, etc. It is an effective activity that is typically performed with bravery, skill, or effort. It is the action of accomplishing a goal or the method by which one does so. the progress a child or student makes in a learning program, usually as indicated by objectives or benchmark tests. Students' academic achievements vary depending on their individual characteristics, and research has indicated that a significant determinant of accomplishment is general mental capacity (Patel, 1988 and Khader, 1992). However, in addition to general mental capacity, additional elements that influence schooling include personality attributes like interest, drive for achievement, and so forth. Academic achievement is always regarded as being mostly dependent on motivation. A task-oriented behavior, achievement enables one's performance to be assessed based on an internal or externally enforced standard that requires the individual to compete with others or meet a standard of excellence. (Smith, 1969). Motivation for achievement is a prerequisite for success. It's a powerful motivation marked by aspiration, a lot of energy, and a strong desire for independence. It is a stable learnt trait where fulfillment stems from aiming for and reaching a high standard of performance. Achievement motivation is the desire to perform well on learning assignments along with the ability to feel a sense of accomplishment. Manchak, Eggen (1994). Murray was the one who initially popularized the idea of achievement motivation (1938). Atkinson and David McClelland then focused on the study of motivation for achievement. Individuals with a strong need for achievement are those that pursued perfection in their fields just for the sake of accomplishing goals rather than receiving compensation. For convenience, this demand has been classified as n-achievement. The desire or inclination to work quickly and to complete tasks that are challenging to master, control, or arrange physical items, people, or ideas is known as the need for achievement, or n-Ach. This is working as quickly and independently as you can to get things done, conquer challenges, set high standards for yourself, compete with and outperform

others, and boost your self-esteem by using your skills successfully (Murray, 1938). The relationship between personality and the immediate environment as a modern 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 is the focus of the achievement motivation theory.

As McClelland (1966) correctly pointed out, a nation will make significant progress if its university and school pupils strive for academic excellence. Thus, a nation's development is largely dependent on its young and students, and in particular, on their academic performance. Research on human motivation, or accomplishment motivation, and its relationship to classroom learning has been documented since Eysenek (1953). Many researchers have made it their main goal to forecast the relationship between academic achievement and achievement motivation. The results of those investigations on n-Ach and its connection to academic success are accessible.

Parents and educators should both be aware of the significance of early promotion and encouragement of achievement motivation. It is a person's continuous drive to succeed to a particular level of excellence in a competitive environment. Students develop their self-concept, values, and self-beliefs about their skills in school from an early age. Early academic achievement motivation development has a big impact on later academic careers. Numerous studies have revealed that students who exhibit strong achievement drive are more likely to attain higher academic goals and to drop out at a lower rate (1997).

So, the investigator feels that raising of achievement motivation of the secondary 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 students. Further, works on achievement motivation and its relationship with school achievement are very scarce particularly in North-Eastern States. Except a few studies e.g. by Gokulnathan (1971), Deka (1992) etc. no other significant study is reported from this region.

OBJECTIVES

- 1) To find out the students' achievement motivation in a subset of the secondary schools in Cheeka town.
- 2) To compare the motivation for achievement between male and female students in a subset of the secondary schools in Cheeka town.
- 3) To compare the achievement motivation levels of sportsperson and Non-sportsperson

HYPOTHESIS:

The hypotheses of the present problem are the following:

- 1) Male and female students in the ninth and tenth grades at the chosen secondary schools in Cheeka Town do not significantly differ in their levels of the Achievement motivation.
- 2) The students from different regions i.e. urban and rural, does not significantly differ in achievement motivation.

RESEARCH METHODOLOGY:

This research was done on the basis of Descriptive Survey Method.

SAMPLE:

A sample is a small-scale version of the population. Just a tiny fraction of the population is chosen of scrutiny and examination. It is collection made up of some or all of the objects or individuals in population that has been selected to act as a representative sample of population.

According to Sukhia (1974) stratified random sampling is a device which ensures representativeness in selecting a sample from a population composed of sub-groups or strata of different size.

The investigator adopted stratified random sampling in his study. The sample for the study use includes: The six hundred (300) class IX students of which 143 were boys and 157 were girls coming from different managements of the selected secondary schools of Cheeka Town in West Kaithal District.

TOOL USED

The tool which the investigator used to get some information is the Achievement-Motivation (n-Ach) Scale by Deo – Mohan.

The scale is interested in measuring the attitude of the students towards academic achievement and various other activities. It consist 50 items out of which 13 are negative and 37 are positives, which are in the form of statements. The possible range of score is 0-200. An acquired score is typically in the middle. Three types of norms are provided for score interpretation: T-scores, percentile norms, and frequency distribution with mean and standard deviation. Norms can be used in accordance with the requirements and goals of the inquiry.

Statistical Techniques Used:

The investigator used the statistical techniques like Mean, SStandard Deviation and t test.

Analysis and interpretation:**TABLE 1: Total number of sex of the study of the investigator**

SEX	NUMBER
Males	137
Females	163
Total	300

In the above table 4.1, total number of subjects i.e., males and females of the study are given. The total number of male students are 137 and 163 of female students.

Table 2: Frequency and Percentage Distributions for Males and Females

Score	Females	Female % (approx)	Male	Male % (approx)
164-174	1	0.61	2	1.45
154-164	1	0.61	1	0.72
144-154	3	1.85	3	2.2
134-144	2	1.22	2	1.45
124-134	26	15.95	16	11.68
114-124	71	43.55	68	49.65
104-114	48	29.45	41	29.95
94-104	6	3.69	2	1.45
84-94	3	1.85	0	0
74-84	2	1.22	2	1.45
Total	163	100	137	100
Mean	116.88		117.72	

The above Table 2 , shows the raw scores obtained by each student, i.e., 300 students, distributed into frequency table with a class interval of 10. The total scores ranged from 74 to 174. The total scores of the entire sample were also calculated.

For the purpose of analysis and interpretation of data, the raw scores obtained by each student, i.e., 300 students were distributed into frequency table with a class interval of 10. The total scores ranged from 74 to 174. The total scores of the entire sample were also calculated. The frequency and percentage distribution of total scores of the entire sample is given in table 3.

Table 3. The frequency and percentage distribution of both groups i.e., sportsperson and Non-sportsperson

Score	Sportsperson	%sp	Non-Sportsperson	%N-sp
164-174	1	1.44	0	0
154-164	1	1.44	0	0
144-154	3	4.35	2	0.85
134-144	33	47.85	1	0.45
124-134	6	8.7	28	12.12
114-124	15	21.73	109	47.2
104-114	10	14.49	76	32.9
94-104	0	0	8	3.46
84-94	0	0	3	1.29

74-84	0	0	4	1.73
total	69	100	231	100

Table 4. Mean and Standard Deviation of various samples

Sample	No. of participants	Mean	Standard Deviation
Male	137	117.72	11.55
Female	163	116.66	11.62
Sports Person	69	130.01	13.18
Non-Sports person	231	115.06	9.25

Out of the total number of 300 samples; 163 are females and 137 are males. Hence showing it in percentage, females are of 54.4% and males of 45.6%. This shows that in the study of the investigator, females are more than males.

After calculation, it was found that the mean of the entire sample was 117.17. With regard to the dispersion, it was found out that the standard deviation of the total was 18.72.

Having calculated the obtained scores and the percentage scores, it was found that out of the total sample of 300, only 5 or 1.66% of the students' opinions regarding their level of achievement motivation shows that they are highly motivated. This was observed from the answer sheet, it was found out that these many students only crossed more in the higher scores of positive statements than those of the negative statements. It shows that these students did not like to reach late in the class, they wish to carry their mission forward inspite of facing a lot of criticism, they aspire to get excellent results in all academic competitions, they like to ask questions in class, they set standards for themselves, they do a lot of preparation at home before coming to class, they have a tendency to find solutions of problems and puzzles other people fail at, etc.

It was also found that majority of students i.e., 90% of the students are moderate in their level of achievement motivation. This was observed from their opinions with regard to the different statements of the scale of the Achievement Motivation of Deo – Mohan, where majority of them scored very high in the academic motivation, academic challenge, and meaningfulness of the task and also have positive attitude towards education and teachers. But there are also quite many of them are lazy in their work and studies, poor in their interpersonal relationships and also not so much interested in the general factors, like games and sports.

There are also few students i.e., 4 or 1.3% who scored very low, who are pleased to miss their classes for some days and likes to take life easy.

Apart from this when analysis was done between sports person and non-sports person, it was found that out of 300 participants only 69 were associated with sports and remaining 231 were not the sportsperson. The average score of sportspersons among the participants was 130.01, whereas the mean value of non-sports persons was 115.06. This clearly shows that the students those were engaged in sports were more motivated than those who were not the sports person.

Out of these 300 participants the highest scoring individual scored 174 and he was from the sports field, also the lowest scorer from sports person group scored 109 which is quite close to the average score of non-sports person group i.e., 115.06. On the other hand the top scorer of non-sports person group scored 147, which is just slightly above the average score of sports person group i.e., 130.01. And lastly the lowest scoring individual who scored 74 was from the non-sports person group.

Therefore on the whole, though there is not much difference in the level of achievement motivation between male and female, yet according to their obtained scores, in some factors male scored more while in other factors, female scored more. And the students engaged in sports have higher achievement motivation than others.

Conclusion

The objectives of this study are to find out achievement motivation among the secondary school students and compare the scores of male and female among these students and also compare the achievement motivation of sports person and non-sports persons. The findings of this study revealed that there is no significant difference in scores of male and female students. Other findings revealed that a significant difference exists in the achievement motivation of sports person and non-sports person. The sports person possessed better score than the non-sports persons.

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