

**A STUDY OF ACHIEVEMENT MOTIVATION OF SECONDARY SCHOOL STUDENTS.**

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**Abstract:**

The aim was to study an Achievement Motivation of secondary school students. The objectives were to study Achievement Motivation of secondary school students on the basis of their gender, mother's qualification and father's qualification. Descriptive research method was used in this study. Achievement Motivation scale was developed by Ms. Bapat A. The tool comprised of 32 items. The sample for the study comprised of 52 secondary school students (27 boys and 25 girls) studying in Banegar English High School located in Mira Road which is affiliated to The State Board Of Maharashtra. Data collected was analyzed using parametric testing i.e. t-test. Findings of the study revealed that there was no significant difference in Achievement Motivation of secondary school students on the basis of their gender, mother's qualification and father's qualification.

**Introduction:**

"I can't do it" never yet accomplished anything; "I will try" has performed wonders.

**- George P. Burnham**

Motivation can be considered the state of having encouragement to do something. There is no one thing that motivates people to perform certain actions. People are different, so it follows that their motivations have to be different.

Achievement Motivation is the motivation of a person to attain goals. The longing for achievement is inherent in every student, but not all students look to achievement as their motivation. They are motivated by a goal. In order to attain that goal, they are willing to go as far as possible. Similarly, all students are influenced by a need to achieve. It causes them to want to be successful at what they attempt. But each student is affected to different degrees. For some students, the desire to achieve overwhelms other factors that could cause failure, such as; lack of skills, lack of experience, lack of ability, or lack of time. The student does whatever it takes to work through or eliminate these. For over twenty years David C. McClelland and his associates at Harvard University studied this urge to achieve. McClelland's research led him to believe that the need for achievement is a distinct human motive that can be distinguished from other needs.

Achievement-motivated students are those who seem to be more concerned with personal achievement than with the rewards of success. They do not reject rewards, but the rewards are not as essential as the accomplishment itself. They get a bigger "kick" out of winning or solving a difficult problem than they get from any money or praise they receive. Some students have a need to achieve in all that they do. Their desire for success drives them to accomplish every task, no matter what the task is, or the difficulties involved in completing it.

#### **REVIEWS OF RELATED LITERATURE:**

**Devi R.et.al (2012)** conducted a research on Achievement Motivation across Gender and Different Academic Majors This study was carried out with the objectives to investigate the gender related differences and differences across academic majors on achievement motivation among college students. The study was carried on 80 undergraduate students of various colleges from Jammu region, 40 males and 40 females (ages 18-23 years) selected by purposive sampling method. As per research plan all 80 subjects were selected on the basis of gender (males and females) and academic majors (arts and sciences) using Achievement Motivation Scale. t- Test was used for deriving the results. Significant difference was found between the achievement motivation of sciences and arts stream students and achievement motivation among male and female college students. The differences indicated significant role of gender and academic majors in achievement motivation of college students.

**Coskun M.et.al (2011)** conducted a research on Secondary School Students' "Achievement Motivation " towards Geography Lessons. The purpose of this research was to investigate the relations of achievement motivation of secondary school students and the relations between the achievement motive and "gender", "class level", "parent education level" and "family income level" with variables. Total 151 students studying in high schools in the city center of Karabük in the academic year of 2010-2011 participated in the research. Survey model was used in the study. "The Achievement Motive Scale" was used as data collecting tool developed by Ellez (2004). The descriptive statistics, t-test and one way variance analysis (ANOVA) were used in the analysis of data. At the end of the study, the arithmetic mean of the views of students about the scale of achievement motivation has been determined to be 3.74. The views of students about the scale of geography lesson achievement motivation had shown significant difference according to "class level", but did not show any significant difference according to "gender", "mother's education level", "father's education level" and "family income status".

**Clark G.L** conducted a research on Differences in the domains of achievement motivation based on gender and developmental group. This study examined differences in domains of achievement motivation based on gender and developmental group. Participants included 129 males and females. The developmental groups in this study consisted of preadolescents (9-12 years) and adolescents (18-19 years). Participants were administered a demographics form and the Achievement Motivation Profile (AMP: Friedland, Mandel, & Marcus, 1996). A 2 x 2 MANOVA was used to analyze differences in achievement motivation domains (Achiever, Motivation, Competitiveness, and Goal Orientation) based on gender and developmental group. It was hypothesized that males would score higher than females on Competitiveness, while females would score higher than males on Achiever. Additionally, it was expected that preadolescents would score higher on Motivation than adolescents, and adolescents would score higher on Goal Orientation than preadolescents. Results revealed a statistically significant difference between males and females on Achiever, Goal Orientation and Motivation. There were no interaction effects (between gender and developmental group) or main effects for developmental group observed.

**Akolkar A.A.et.al (2011)** conducted a research on A comparative study of Achievement Motivation and Mental Health among higher secondary students. The given investigation was to compare the level of achievement motivation and mental health among students of higher secondary school. The sample consisted 50 males and 50 females between the age range of 16 to 18 years selected randomly. Achievement motivation scale was used for measuring the level of achievement motivation and mental health inventory was used for the measure of mental health status of higher secondary students. The result showed that there was significant difference between male and female students on achievement motivation and mental health.

#### **AIM OF THE STUDY:**

To Study Achievement Motivation of Secondary School Students.

#### **OBJECTIVES OF THE STUDY:**

1. To study Achievement Motivation of secondary school students on the basis of their:

- Gender
- Mother's qualification
- Father's qualification.

2. To compare Achievement Motivation of secondary school students on the basis of their:

- Gender
- Mother's qualification
- Father's qualification.

**HYPOTHESES OF THE STUDY:**

There is no significant difference in Achievement Motivation of secondary school students on the basis of their:

- Gender
- Mother's qualification
- Father's qualification.

**DESIGN OF THE STUDY:**

- **Methodology:** Descriptive method was used to compare the Achievement Motivation of secondary school students on the basis of their gender, mother's qualification and father's qualification.
- **Sampling:** Incidental sampling method was used to select students. The sample for the study comprised of 52 secondary school students (27 boys and 25 girls) studying in Banegar English High School located in Mira Road which is affiliated to The State Board Of Maharashtra.
- **Tools of Research:** Likert type rating scale was used. Tool consisted 32 items comprising of 21 positive statements and 11 negative statements. Four point scoring key was used wherein the positive statements were scored as 4, 3, 2 and 1 and negative statements were scored as 1, 2, 3 and 4. Thus the maximum possible score was 128 and minimum lowest possible score was 32.
- **Data Analysis Techniques:** Descriptive method was used to describe the data in terms of mean, median, mode, standard deviation and in the inferential method parametric tests i.e. t-test was used for testing of hypothesis.

**MAJOR FINDINGS AND DISCUSSION OF THE STUDY:**

**1. GENDER:**

**Relevant Statistics of the Achievement Motivation Scores of Secondary School Students on the basis of their gender**

Variables	Groups	N	df	Mean	S.D	Table Value		t' ratio	LOS
						0.05	0.01		
Achievement Motivation	Boys	27	50	100.55	8.16	2.01	2.68	0.97	N.S
	Girls	25		98.24	8.96				

No significant difference was found in Achievement Motivation among the secondary school students on the basis of their gender (t ratio=0.97).

## 2. MOTHER'S QUALIFICATION:

### Relevant Statistics of the Achievement Motivation Scores of Secondary School Students on the basis of their mothers' qualification

Variables	Groups	N	df	Mean	S.D	Table Value		't' ratio	LOS
						0.05	0.01		
						Achievement Motivation	H.S.C and above		
Below H.S.C	32	100.59	8.33						

No significant difference was found in Achievement Motivation among the secondary school students on the basis of their mother's qualification (t ratio=-1.22).

## 3. FATHER'S QUALIFICATION:

### Relevant Statistics of the Achievement Motivation Scores of Secondary School Students on the basis of their fathers' qualification

Variables	Groups	N	df	Mean	S.D	Table Value		't' ratio	LOS
						0.05	0.01		
						Achievement Motivation	H.S.C and above		
Below H.S.C	19	99.05	8.78						

No significant difference was found in Achievement Motivation among the secondary school students on the basis of their father's qualification (t ratio=0.25).

## DISCUSSION:

The above study showed that there is no significant difference in Achievement Motivation of secondary school students on the basis of gender.

The result of this research holds absolutely true in today's scenario as both boys and girls are equally motivated to achieve success in life. Girls hold the same social, economic and political position as boys, if not better. Unlike the earlier days, it is not that the boys have all the rights and the girls the duties. Both are given equal opportunities in almost all fields, including education. Both want to strive hard to achieve their goals.

The above study also shows that there is no significant difference in Achievement Motivation of secondary school students on the basis parents' qualification.

Since there is no difference in the Achievement Motivation of secondary school students on the basis of parent's qualification; it could be said that whether the parents are highly qualified or uneducated they would always want their children to achieve best in life. Also Achievement Motivation is a psychological phenomenon, so parents' qualification has little to do with the Achievement Motivation of children.

Also, Coskun M.et.al in 2011 conducted a research on “Secondary School Students' Achievement Motivation towards Geography Lessons” the result of which stated that there is no significant difference according to “gender”, “mother's education level”, “father's education level” and “family income status” in the achievement motivation of students.

### **CONCLUSION:**

Therefore, through the results of this study it can be concluded by saying that Achievement Motivation of secondary school students is not based on their gender and parent's qualification. In simple words, Achievement Motivation is an intense need to achieve which is very different from other needs. It is the desire for success that drives students to accomplish every task, however difficult it may be.

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