

## A Study on Achievement Motivation of Higher Secondary

### School Students

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#### ABSTRACT

The main objective of this study is to find out the significant difference between male and female higher secondary school students in their achievement motivation. Achievement Motivation Scale developed by Prathiba Deo and Asha Mohan (2011) was used to collect the relevant data. The sample consists of 103 higher secondary school students of whom 53 are male and 50 are female. The data are analysed by 't' test, 'F' test and Chi-square test. The result indicates that there was significant difference between male and female higher secondary school students in their achievement motivation.

**Keywords:** Achievement Motivation, Higher Secondary Students, Academic Performance, Educational Psychology

#### INTRODUCTION

Achievement motivation can be seen in many areas of human endeavour on the job, in school, in home making or in athletic competition. The expectations parents have from their children are also said to be important in the development of achievement motivation. Parents who expect their children to work hard and to strive for success will encourage them to do so and praise them for achievement directed behaviour. The essence of achievement motivation is that it is not just a desire to achieve only, but implies a 'striving to achieve a standard of excellence in action'. It is an intense desire to perform with excellence in action.

#### SIGNIFICANCE OF THE STUDY

The most important point of a person's life is achievement motivation. It is an individual's need to meet realistic goals, receive feedback and experience a sense of accomplishment. It is a miniature system applied to a specific context, the domain of

achievement oriented activities, which is characterised by the fact that the individuals responsible for the outcome. Achievement motivation is a main concept in the teaching-learning process. Without proper motivation the students cannot achieve the educational goal. Achievement motivation is considered as an important factor in the academic achievement of the students. It is a combination of psychological forces which initiate, direct and sustain behaviour towards successful attainment of some goal which provides a sense of significance.

### **OBJECTIVES**

- ❖ To find out the level of achievement motivation of higher secondary school students.
- ❖ To find out whether there is any significant difference between male and female higher secondary school students in their achievement motivation.
- ❖ To find out whether there is any significant difference between XI and XII standard students in their achievement motivation.
- ❖ To find out whether there is any significant difference among Mathematics, Science, Computer and History subject higher secondary school students in their achievement motivation.
- ❖ To find out whether there is any significant association between father's education, mother's education, father's occupation, mother's occupation, order of birth and parent's annual income, and achievement motivation of higher secondary school students

### **HYPOTHESES**

1. There is no significant difference between male and female higher secondary school students in their achievement motivation.
2. There is no significant difference between XI and XII standard students in their achievement motivation.
3. There is no significant difference among Mathematics, Science, Computer and History subject higher secondary school students in their achievement motivation.
4. There is no significant association between father's education and achievement motivation of higher secondary school students.
5. There is no significant association between mother's education and achievement motivation of higher secondary school students.
6. There is no significant association between father's occupation and achievement motivation of higher secondary school students.

7. There is no significant association between mother's occupation and achievement motivation of higher secondary school students.
8. There is no significant association between order of birth and achievement motivation of higher secondary school students.
9. There is no significant association between parent's annual income and achievement motivation of higher secondary school students.

## METHODOLOGY

The investigator adopted survey method. The population for the study is higher secondary school students in Nagercoil Educational district. The investigator has used simple random sampling technique for collecting the data. The sample consists of 103 higher secondary school students. Among them 53 are male and 50 are female students. Achievement Motivation Scale developed by Prathiba Deo and Asha Mohan (2011) was used for collecting the data. 't' test, 'F' test and Chi-square test were used to analyse the data.

## ANALYSIS OF DATA

**Table 1**

**Level of Achievement Motivation of Higher Secondary School Students**

Variable	Low		Moderate		High	
	No	%	No	%	No	%
Achievement Motivation	15	14.6	70	68.0	18	17.5

It is inferred from the above table that 14.6% of higher secondary school students have low, 68.0% of them have moderate and 17.5% of them have high level of achievement motivation.

**Table 2**

**Level of Achievement Motivation of Higher Secondary School Students based on Gender and Class**

Demographic Variable		Low		Moderate		High	
		No	%	No	%	No	%
Gender	Male	12	22.6	34	64.2	7	13.2
	Female	3	6.0	36	72.0	11	22.0
Class	XI	12	21.8	37	67.3	6	10.9
	XII	3	6.3	33	68.8	12	25.0

It is inferred from the table that 22.6% of male higher secondary school students have low, 64.2% of them have moderate and 13.2% of them have high level of achievement

motivation, whereas 6.0% of female higher secondary school students have low, 72.0% of them have moderate and 22.0% of them have high level of achievement motivation.

The table reveals that 21.8% of XI standard students have low, 67.3% of them have moderate and 10.9% of them have high level of achievement motivation. whereas 6.3% of XII standard students have low, 68.8% of them have moderate and 25.0% of them have high level of achievement motivation.

**Null Hypothesis 1:** There is no significant difference between male and female higher secondary school students in their achievement motivation.

**Table 3**

**Difference between Male and Female Higher Secondary School Students in their Achievement Motivation**

Variable	Male (N=53)		Female (N=50)		Calculated value of 't'	Remarks at 5% level
	Mean	S.D	Mean	S.D		
Achievement Motivation	116.62	19.894	129.54	17.992	3.459	Significant

**(At 5% level of significance, the table value of 't' is 1.98)**

It is inferred from the above table that there is significant difference between male and female higher secondary school students in their achievement motivation. While comparing the mean scores of male and female higher secondary school students, the female higher secondary school students are better in their achievement motivation.

**Null Hypothesis 2:** There is no significant difference between XI and XII standard students in their achievement motivation.

**Table 4**

**Difference between XI and XII Standard Students in their Achievement Motivation**

Demographic Variable	XI (N=53)		XII (N=48)		Calculated value of 't'	Remarks at 5% level
	Mean	S.D	Mean	S.D		
Achievement Motivation	117.15	19.296	129.48	18.867	3.275	13.2

**(At 5% level of significance, the table value of 't' is 1.98)**

It is inferred from the above table that there is significant difference between XI and XII standard students in their achievement motivation. While comparing the mean scores of XI and XII standard students, the XII standard students are better in their achievement motivation.

Null Hypothesis 3: There is no significant difference among Mathematics, Science, Computer and History subject higher secondary school students in their achievement motivation.

**Table 5**

**Difference among Mathematics, Science, Computer and History Subject Higher Secondary School Students in their Achievement Motivation**

Variable	Sources of Variation	Sum of Squares	Mean Square Variation	Calculated 'F' Value	Remarks at 5% Level
Mental Health	Between	8849.138	2949.713	9.158	Significant
	Within	31886.687	322.088		

(At 5% level of significance for 3, 99 df, the table value of 'F' is 2.70)

It is inferred from the above table that there is significant difference among Mathematics, Science, Computer and History subject higher secondary school students in their achievement motivation. While comparing the mean scores of Mathematics, Science, Computer and History subject higher secondary school students, the Mathematics subject higher secondary school students are better in their achievement motivation.

**Null Hypothesis 4:** There is no significant association between father's education and achievement motivation of higher secondary school students.

**Table 6**

**Association between Father's Education and Achievement Motivation of Higher Secondary School Students**

Variable	Calculated 'X <sup>2</sup> ' value	Remarks at 5% level
Achievement Motivation	7.719	Not Significant

(At 5% level of significance for 6df, the table value of 'x<sup>2</sup>' is 12.592)

From the above table it is understood that there is no significant association between father's education and achievement motivation of higher secondary school students.

**Null Hypothesis 5:** There is no significant association between mother's education and achievement motivation of higher secondary school students.

**Table 7**  
**Association between Mother's Education and Achievement Motivation of Higher Secondary School Students**

Variable	Calculated 'X <sup>2</sup> value	Remarks at 5% level
Achievement Motivation	3.206	Not Significant

**(At 5% level of significance for 4df, the table value of 'x2'is 9.488)**

From the above table it is understood that there is no significant association between mother's education and achievement motivation of higher secondary school students.

**Null Hypothesis 6:** There is no significant association between father's occupation and achievement motivation of higher secondary school students.

**Table 8**  
**Association between Father's Occupation and Achievement Motivation of Higher Secondary School Students**

Variable	Calculated 'X <sup>2</sup> value	Remarks at 5% level
Achievement Motivation	8.633	Not Significant

**(At 5% level of significance for 6df, the table value 'x2'is 12.592)**

From the above table it is understood that there is no significant association between father's occupation and achievement motivation of higher secondary school students.

**Null Hypothesis 7:** There is no significant association between mother's occupation and achievement motivation of higher secondary school students.

**Table 9**  
**Association between Mother's Occupation and Achievement Motivation of Higher Secondary School Students**

Variable	Calculated 'X <sup>2</sup> value	Remarks at 5% level
Achievement Motivation	2.260	Not Significant

**(At 5% level of significance for 2df, the table value of 'X<sup>2</sup>'is 5.991)**

From the above table it is understood that there is no significant association between mother's occupation and achievement motivation of higher secondary school students.

**Null Hypothesis 8:** There is no significant association between order of birth and achievement motivation of higher secondary school students.

**Table 10****Association between Order of Birth and Achievement Motivation of Higher Secondary School Students**

Variable	Calculated 'X <sup>2</sup> value	Remarks at 5% level
Achievement Motivation	3.232	Not Significant

(At 5% level of significance for 4df, the table value of 'X<sup>2</sup>' is 9.488)

From the above table it is understood that there is no significant association between order of birth and achievement motivation of higher secondary school students.

**Null Hypothesis 9:** There is no significant association between parent's annual income and achievement motivation of higher secondary school students.

**Table 11****Association between Parent's Annual Income and Achievement Motivation of Higher Secondary School Students**

Variable	Calculated 'X <sup>2</sup> value	Remarks at 5% level
Achievement Motivation	1.641	Not Significant

(At 5% level of significance for 4df, the table value of 'X<sup>2</sup>' is 9.488)

From the above table it is understood that there is no significant association between parent's annual income and achievement motivation of higher secondary school students.

**FINDINGS**

- ❖ 17.5% of higher secondary school students have high level of achievement motivation.
- ❖ 13.2% of male and 22.0% of female higher secondary school students have high level of achievement motivation.
- ❖ 10.9% of XI and 25.0% of XII standard students have high level of achievement motivation.
- ❖ There is significant difference between male and female higher secondary school students in their achievement motivation. While comparing the mean scores of male and female higher secondary school students, the female higher secondary school students are better in their achievement motivation.
- ❖ There is significant difference between XI and XII standard students in their achievement motivation. While comparing the mean scores of XI and XII standard students, the XII standard students are better in their achievement motivation.

- ❖ There is significant difference among Mathematics, Science, Computer and History subject higher secondary school students in their achievement motivation. While comparing the mean scores of Mathematics, Science, Computer and History subject higher secondary school students, the Mathematics subject higher secondary school students are better in their achievement motivation.
- ❖ There is no significant association between father's education and achievement motivation of higher secondary school students.
- ❖ There is no significant association between mother's education and achievement motivation of higher secondary school students.
- ❖ There is no significant association between father's occupation and achievement motivation of higher secondary school students.
- ❖ There is no significant association between mother's occupation and achievement motivation of higher secondary school students.
- ❖ There is no significant association between order of birth and achievement motivation of higher secondary school students.
- ❖ There is no significant association between parent's annual income and achievement motivation of higher secondary school students.

### INTERPRETATIONS

The 't' test result reveals that the female higher secondary school students are better than male higher secondary school students in their achievement motivation. This may be due to the fact that the female higher secondary school students have the strong conviction of surpassing the male higher secondary school students in all respects particularly in studies. Besides, the power of concentration of the female higher secondary school students is more apparent than the male higher secondary school students. That apart, they want to be the first and the best in the academic realm.

The 't' test result reveals that the XII standard students are better than the XI standard students in their achievement motivation. This may be due to the fact that the XII standard students are under the very strong commitment to score more marks that will elevate them to the zenith in life.

The 'F' test result reveals that the Mathematics subject higher secondary school students are better than the Science, Computer and History subject students in their achievement

motivation. This may be due to the fact that normally the students of Mathematics have sharpness of mind and their understanding ability is also more than the others.

### RECOMMENDATIONS

- Teachers should encourage the students to achieve their goals.
- Teachers can give assignments and group activities which are related to the achievement motivation.
- Teachers should make awareness about the benefits of the achievement motivation.
- Special counselling classes may be held with the help of good counsellors.

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