

Achievement motivation of secondary and higher secondary school students

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ABSTRACT

The present study to the achievement motivation of secondary and higher secondary school students with reference to gender. Achievement Motivation Inventory (AMI) by Jansari (2012) was used. The sample constituted total 120 students' out of which 60 were from secondary school (30 boys and 30 girls) and 60 from higher secondary school (30 boys and 30 girls). The data was collected from Ahmedabad District. The data was scored, analyzed as per the manual. 'F' test was being calculated. The result showed that 1. There is significant difference in the mean score of achievement motivation among the secondary and higher secondary school students. The result shows that the higher secondary school students group is having high achievement motivation than secondary school students group, 2. There is no significant difference in the mean score of achievement motivation among the boys and girls students and 3. There is significant difference in the interactive effect of the mean scores of achievement motivation with regards to the type of school and gender. The result shows that the higher secondary school of boy students group is having more achievement motivation than secondary school of boy students group.

Keywords: *Achievement motivation, secondary and higher secondary school, boys and girls students.*

Many people know motivation as the driving force behind an action. This is probably the simplest explanation about motivation. Motivation can be considered the state of having encouragement to do something. Why do people do what they do? Why do we go on every day, living our lives and trying to find justification for our existence? Some people think that they can find purpose in the things that motivate them. Others just the motivation and react automatically. There are two types of motivation. (i) Primary or Biological motivation (i) Secondary or Psychosocial motivation. The innovative thought of „achievement motivation“ was introduced to the world by Professor David McClelland after doing various researches at Howard University for almost 20 years. The thought of “achievement motivation” expressed in dynamic personality project by McClelland and Atkinson (1948). The project was undertaken with the

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cooperation of Ford Foundation in Michigan University from 1956 to 1962. Here, in the experiments of finding “achievement motivation”, the use of projection method was emphasized.

"Achievement Motivation can be defined as a concern for excellence in performance as reflected in competition with the standards set by others or over unique accomplishment or long-time involvement" McClelland (1953)

"Achievement motivation means a person's orientation to strive for task success, persists in the face of failure and experience pride in accomplishments" Zenen (2002)

“Achievement motivation as the willingness to strive or to succeed at challenging tasks and to meet some high standards of accomplishment” Moreover and Shaffer (2008).

Meaning of Achievement Motivation

1. Desire to complete any work not for social fame but for internal satisfaction is called Achievement Motivation.-David and Hunson
2. Situation of prior education arise by secondary stimulant in situation of experience of Attitude is motivation-McClelland.
3. Motivation related to Achievement of person is Achievement Motivation.
4. The Consistency of thought that can be put into competition with Quality value is Achievement Motivation.
5. To Build One Self High for getting high standard and to cop up and avoid difficulties in doing work, to compete with other and to prevent other, increase self-respect by efficiency

Achievement Motivation and class Education

In student age, there are large number of students not having desire to study. It is a student's big challenge for teachers to teach such type of students. John W.Garder had noted that “teacher can easily see the difference between enthusiastic student and lazy student”. It is a Chinese Quote that “To become lover of knowledge means to have interest in knowledge.

It is impossible to prevent any student from knowledge of having desire and interest in knowledge. That student himself finds possibilities of getting knowledge. He get's knowledge through its true and best mean.

The students who don't have interest in study will also do study but will not get self education. Teacher needs to be very clever to attract attention of students and to make students to take interest in study.

Prof. McClelland has used the word “Need of Achievement” and in short is identify as “n.ach.” to increase Achievement Motivation, “n.ach.” is required to be increased. The suggestion of how to use Achievement Motivation in daily education is as follows.

1. The objects of education should be very clear before starting education work than only students will try to achieve it.

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2. Student knows himself/her self first before setting up goals so that he/she can familiar with his/her strength and limitation. This fact is useful in personal, educational and business life.
3. McClelland said that the efforts should be done to reduce difference between actual achievement and expectation of student.
4. While setting the level of expectation students have to make sure that things which are easily achieved, will make them lazy. Very low expectation will give cheap popularity; this should not be allowed.
5. More the environment of school is free, more inspiration for Achievement Motivation. Teacher should behave equally with every student and teacher has to give responsibly to student and also take participation in performing it.
6. To admire student in such a way that they can compete with themselves.
7. To prepare student in such a way that student can identify his/her strength himself/herself.

Element of Achievement Motivation should be included in school syllabus so that by unconsciously it can be Achievement Motivation can be implanted in them during education work.

Ramzan Hassanzadeh & Galin Mahdinejad (2015) found that there was a significant relationship between happiness and achievement motivation in reliability level of 95% among the girl and boy students and there was no difference between happiness and achievement motivation in reliability level of 95% among girl and boy students.

Sarangi, C. (2015) found that there was no significant relation between achievement motivation and academic achievement of tribal, boy and rural students but there was a significant relationship between the achievement motivation and academic achievement of non-tribal, girl and urban students.

Objective

The objectives are:

1. To Study the achievement motivation of secondary and higher secondary school students.
2. To Study the achievement motivation of boys and girls students.
3. To Study of the interactive effect of achievement motivation with regards to type of school and gender.

METHODOLOGY

Hypothesis

1. There will be no significant difference in the mean score of achievement motivation among the secondary and higher secondary school students.
2. There will be no significant difference in the mean score of achievement motivation among the boys and girls students.
3. There will be no significant difference in the interactive effect of the mean scores of achievement motivation with regards to the type of school and gender.

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Sample

The sample constituted total 120 students' out of which 60 were from secondary school (30 boys and 30 girls) and 60 from higher secondary school (30 boys and 30 girls) from Ahmedabad District.

Research Design

A total sample of 120 students' equally distributed between secondary and higher secondary schools from Ahmedabad District selected for the research study.

Showing the table of Sample Distribution

Gender	Type of School		Total
	Secondary School	Higher Secondary School	
Boy Students	30	30	60
Girl Students	30	30	60
Total	60	60	120

Variable

Independent Variable

1. **Type of School** : Secondary and Higher Secondary School.
2. **Gender** : Boys and Girls students.

Dependent Variable : Achievement Motivation Score.

Tools

The Achievement Motivation Inventory (AMI) by Jansari (2012). The administered individually or in a group of 30 to 40 people. It has 25 items for each item, 6 alternative responses are given. Out of which, 2 are associated with achievement, 2 are associated with task imagination and 2 are associated with unrelated imagination. The test re-test reliability is 0.6301 and Split Half reliability is 0.7245. Validity for AMI's correlation with TAT is found to be 0.5411 and with AMS is found to be 0.5683.

Procedure

The permission was granted from various secondary and higher secondary schools for data collection in Ahmedabad District after the establishment of rapport, personal information and the Achievement Motivation Inventory (AMI) was administered the data was collected, scored as per the manual and analyzed. The statistical method 'F' test was calculated and results were interpreted.

RESULT AND DISCUSSION

Table: 1 The Table showing sum of variance mean 'F' value and level of significance of type of school and gender.

Sum of Variance	Df	Mean	F-value	Sign. Level
SS _A	1	118.01	9.65	0.01**
SS _B	1	31.01	2.54	N.S.
SS _{A*B}	1	95.41	7.80	0.01**
SS _{Error}	116	12.23	—	—
SS _{Total}	119	1663.13	—	—

*0.05=3.92, **0.01=6.84, N.S.= Not Significant

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A = Type of School

A₁ = Secondary School

A₂ = Higher Secondary School

B = Gender

B₁ = Boys Students

B₂ = Girls Students

Table: 2 The Table showing the Mean Score of achievement motivation of gender.

	A (Type of School)		'F' value	Sign.
	Secondary School A ₁	Higher Secondary School A ₂		
M	14.88	16.87	9.65	0.01
N	60	60		

The above table no.2 shows the mean score of achievement motivation of secondary and higher secondary school students. The mean score of secondary school students group is 14.88 and higher secondary school students group is 16.87. The 'F' value is 9.65 significant at 0.01 level. This means that the two group under study differ significantly in relation to achievement motivation and type of school. It should be remembered here that, according to scoring pattern, higher score indicates high achievement motivation. Thus, from the result shows that, the higher secondary school students' group is having high achievement motivation than secondary school students' group. Therefore, the hypothesis no.1 that, "There is no significant difference in the mean score of achievement motivation among the secondary and higher secondary school students" is rejected.

Table: 3 The Table showing the Mean Score of achievement motivation of boy and girl school students.

	B (Gender)		'F' value	Sign.
	Boy Students B ₁	Girl Students B ₂		
M	16.38	15.37	2.54	N.S.
N	60	60		

The above table no.3 shows the mean score of achievement motivation among boy and girl students. The mean score of boys students' group is 16.38 and girl students group is 15.37. The 'F' value is 2.54, which was found to be not-significant level at 0.05. Therefore, the hypothesis no.2 that, "There is no significant difference in the mean score of achievement motivation among the boys and girls students" is accepted.

Table: 4 The Table showing the interactive effect of the Mean Score of achievement motivation of type of school and gender.

			A		'F' value	Sign.
			A ₁	A ₂		
M	B	B₁	14.50	18.27	7.80	0.01
		B₂	15.27	15.47		
N			60	60		

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The above table no.4 shows the interactive effect of achievement motivation among the type of school and gender. The mean score of secondary school of boy students group is 14.50, secondary school of girls students group is 15.27, higher secondary school of boy students group is 18.27, and higher secondary school of girls students group is 15.47. The 'F' value is 7.80 is significant at 0.01 level. This means that the two group interaction effect under study differ significantly in relation to achievement motivation, type of school and gender. It should be remembered here that, according to scoring pattern, higher score indicates more achievement motivation. Thus, from the result shows that, the higher secondary school of boy students group is having more achievement motivation than secondary school of boy students group. Therefore, the hypothesis no.3 that, "There is no significant difference in the interactive effect of the mean scores of achievement motivation with regards to the type of school and gender" is rejected.

CONCLUSION

1. There is significant difference in the mean score of achievement motivation among the secondary and higher secondary school students. The result shows that the higher secondary school students group is having high achievement motivation than secondary school students group.
2. There is no significant difference in the mean score of achievement motivation among the boys and girls students.
3. There is significant difference in the interactive effect of the mean scores of achievement motivation with regards to the type of school and gender. The result shows that the higher secondary school of boy students group is having more achievement motivation than secondary school of boy students group.

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Conflict of Interest

The author declared no conflict of interest.

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