

# A STUDY OF ACHIEVEMENT MOTIVATION AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS IN TIRUPUR DISTRICT, TAMIL NADU

Research  
Paper

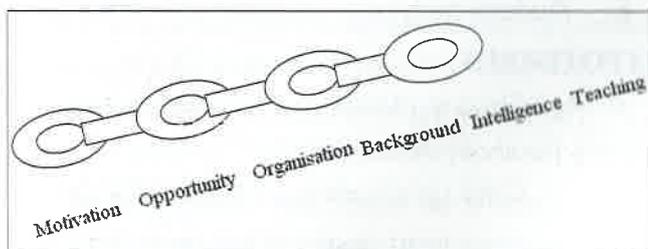
## ABSTRACT

The present study is an attempt to find out the level of achievement motivation and academic achievement of Higher Secondary students in Tirupur district. The tools used are Bishwanath Mukherji's Achievement motivation questionnaire and Academic achievement scores. The sample consists of 380 students. The data obtained was subjected to descriptive, differential and correlational analyses. The major findings reveal that the level of achievement motivation of Higher Secondary students is high and academic achievement is above average and there exists a low positive correlation between achievement motivation and academic achievement of higher secondary students in Tirupur District, Tamil Nadu.

## INTRODUCTION

Today we are living in a competitive world. A person, who is able to achieve great heights, is considered to be a successful person. One's success is measured in terms of the achievement one has attained. The need to achieve success is the spring-board for achievement motivation. The aim of education is to nurture the young minds and to bring out their talents in the best possible way. Education helps in making the young minds refined and socially efficient. Education helps at all the four levels - the physical, mental, emotional and spiritual. All these are always intertwined.

### Chain of factors influencing Educational Achievement



Achievement motivation drives an individual to surmount difficulties and challenges in the pursuit of excellence. So achieving great things starts from the early childhood. The terms achievement motivation and academic achievement are inter-related: one supports and enriches the other i.e. the motive to achieve helps the child

to achieve in academics; on the other hand the academic achievement of the child enhances achievement motivation.

## REVIEW OF RELATED LITERATURE

**Shanmuga Sundaram (1981)** presented a study on 'Academic achievement in relation to motivation and self-concept'. The following were the findings: there is no positive relationship between performance and achievement motivation. Low and high achieving groups do not differ significantly in their motivation and self concept. Boys and Girls differ significantly in their performance and achievement motivation. **Rajeeva, M (1982)** made a study of Achievement motive, its correlates and performance of IX Grade students of secondary schools of Bangalore. The results showed that there was a significant difference between the achievement scores of high and low achievement motivated students. **Ayishabi (1987)** conducted a study on examination anxiety and achievement motivation on secondary school biology students with a sample of 800 IX standard students. This study showed a significant relationship between achievement motivation and achievement in Biology.

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**Paatnaik, Sabitha and Basavaya (1991)** conducted a study on study habits and Achievement in Mathematics. The study indicates that there is no relationship between study habits and achievement in Mathematics. This result contradicts the assumption on positive relationship between good study habits and academic achievement in Mathematics. **Brajesh Kumar Sharma (2006)** studied the relationship between self-concept, achievement motivation and achievement in Mathematics – a gender comparison, with the objective to find out whether there is any relationship between self concept and achievement motivation, In this study it was found that there is no relationship between self concept and achievement motivation among boys while a significant positive relationship was found between self concept and achievement motivation among girls. The survey of related literature has revealed that in India not much work has been done on achievement motivation and academic achievement of the higher secondary students. Hence the present study.

### NEED AND SIGNIFICANCE OF THE PRESENT STUDY

Education plays a vital role in bringing about a desired behavioural change in society as well as in individuals. It also helps the students to have proper motivation. Higher secondary is a very important stage in the life of each and every student because their future course of study is solely decided by the marks they score in the Higher Secondary board exams. In the present scenario, the Tamilnadu Government has withdrawn the common entrance test. Hence, getting a seat in a medical or engineering college or any other college depends only on the marks obtained in the Higher secondary board exams. Scholastic performance plays a vital role in the determination of further success and consequently failure to achieve certain standards in performance is sure to influence one's future, in fact one's very life.

Achievement motivation is the other variable. Studies have shown that children, who get independent training and get more autonomy within a cooperative, encouraging and less authoritarian family environment, usually develop a strong sense of achievement-motivation. Hence the investigator feels that it is fitting to find out the

level of achievement motivation and of academic achievement and also to find out the positive relationship between the two. Hence this area assumes great significance and scope for research.

### STATEMENT OF THE PROBLEM

The problem selected for the present study is, "A study of Achievement Motivation and Academic Achievement of Higher Secondary Students in Tirupur District, Tamil Nadu".

### OBJECTIVES OF THE STUDY

The study is undertaken with the following primary and secondary objectives in view.

#### Primary Objectives

- i. To find out the level of achievement motivation of Higher secondary students.
- ii. To find out the level of academic achievement of Higher secondary students.
- iii. To find out the relationship between achievement motivation and academic achievement of Higher Secondary students.

#### Secondary Objectives

To find out the significant difference, if any, in their achievement motivation and academic achievement, between

- i. Boys and girls
- ii. Government and private school students
- iii. Students studying in arts group and science group.

### HYPOTHESES

The following hypotheses have been framed to achieve the above objectives.

1. There is no significant relationship between achievement motivation and academic achievement of higher secondary students.
2. There is no significant mean difference between boys and girls in their achievement motivation.
3. There is no significant mean difference between private and government school students in their achievement motivation.

4. There is no significant mean difference between science and arts group students in their achievement motivation.
5. There is no significant mean difference between boys and girls in their academic achievement.
6. There is no significant mean difference between private and government school students in their academic achievement.
7. There is no significant mean difference between science and arts group students in their academic achievement.

There is no significant relation between achievement motivation and academic achievement of higher secondary students.

**Table 1**

**CORRELATION COEFFICIENT BETWEEN ACHIEVEMENT MOTIVATION AND ACADEMIC ACHIEVEMENT**

Variables	N	r	Level of significance (0.05)
Achievement motivation	380	0.190	Significant
Academic achievement			

**METHODOLOGY**

**Population :** The population under investigation included the higher secondary students in Tirupur District, Tamil Nadu.

**Sample :** A total sample of 380 higher secondary students from eight higher secondary schools in Tirupur District were selected for the present study. Stratified random sampling Technique was used for this purpose. Stratification was done on the basis of gender, type of school and major subject. 380 respondents were randomly selected from eight schools and accordingly 380 copies of the questionnaire were distributed among the students.

The coefficient correlation between achievement motivation and academic achievement is 0.190 which is significant at 0.05 level of significance. The relationship is low but positive. Hence the null hypothesis is rejected.

**TOOLS USED**

The following tools were used for collecting data.

1. Achievement motivation questionnaire developed by Bishwanath Mukherji (1994) which consisted of 50 incomplete sentences.
2. For academic achievement scores, the percentage of marks secured by the sample population in the half yearly examination conducted by the respective schools were used.

**Hypothesis 2**

There is no significant mean difference between boys and girls in their achievement motivation.

**Table 2**

**MEAN, S.D, 't' VALUE OF ACHIEVEMENT MOTIVATION SCORES OF BOYS AND GIRLS**

Variable	Groups	N	Mean	S.D	M.D	t-value	Sig. Level (0.05)
Sex	Boys	190	22.81	6.79	3.92	5.44	Significant
	Girls	190	26.73	7.25			

**STATISTICAL TECHNIQUES USED**

In order to interpret the data and ascribe meaningfulness to the results, the data was analysed with the help of the following statistical techniques: descriptive analysis, differential analysis and correlational analysis.

The mean difference 3.92 between the mean scores of achievement motivation for boys and girls is found to be significant at 0.05 level of significance as the calculated 't' value 5.44 is greater than the table value 1.96 at 0.05 level. Hence the null hypothesis is rejected. It is concluded that girls are superior to boys in their level of achievement motivation.

**ANALYSIS OF DATA**

**Hypothesis 1**

**Hypothesis 3**

There is no significant mean difference between private and government school students in their achievement motivation.

**Table 3**  
**MEAN, S.D, 't' VALUE OF ACHIEVEMENT MOTIVATION SCORES OF GOVERNMENT AND PRIVATE SCHOOL STUDENTS**

Variable	Groups	N	Mean	S.D	M.D	t-value	Sig.level (0.05)
Type of School	Government	198	23.43	6.9	2.79	3.79	Significant
	Private	182	26.22	7.44			

From table 3, it is observed that the mean difference 2.79 between the mean scores of achievement motivation of private and government school students is found to be significant at 0.05 level of significance as the calculated 't' value 3.79 is greater than the table value 1.96 at 0.05 level. The difference is in favour of private school students. Hence, the null hypothesis is rejected.

**Hypothesis 4**

There is no significant mean difference between science and arts group students in their achievement motivation.

**Table 4**  
**MEAN, S.D AND 't' VALUE OF ACHIEVEMENT MOTIVATION SCORES OF SCIENCE AND ARTS GROUPS STUDENTS**

Variable	Groups	N	Mean	S.D	M.D	t-value	Sig. level (0.05)
Subject group	Science	176	22.85	6.06	3.58	4.91	Significant
	Arts	204	26.42	7.84			

From table 4, it is observed that the mean difference 3.58 is significant as the calculated 't' value 4.91 is greater than the table value 1.96 at 0.05 level of significance. Hence, the null hypothesis is rejected. It is concluded that arts students have shown better achievement motivation than science students.

**Hypothesis 5**

There is no significant mean difference between boys and girls in their academic achievement.

**Table 5**  
**MEAN, S.D, 't' VALUE OF ACADEMIC ACHIEVEMENT SCORES OF BOYS AND GIRLS**

Variable	Groups	N	Mean	S.D	M.D	t-value	Sig. level (0.05)
Sex	Boys	190	65.39	10.6	1.91	1.73	Not Significant
	Girls	190	67.29	10.8			

The mean difference 1.91 between the mean scores of academic achievement for boys and girls is found to be not significant at 0.05 level of significance as the calculated 't' value 1.73 is less than the table value 1.96 at 0.05 level. Hence the null hypothesis is accepted. It is concluded that boys and girls have shown the same level of academic achievement.

**Hypothesis 6**

There is no significant mean difference between private and government school students in their academic achievement.

**Table 6**  
**MEAN, S.D, 't' VALUE OF ACADEMIC ACHIEVEMENT SCORES OF GOVERNMENT AND PRIVATE SCHOOL STUDENTS**

Variable	Groups	N	Mean	S.D	M.D	t-value	Sig. level (0.05)
Type of School	Government	198	67.73	10.9	2.9	2.65	Significant
	Private	192	64.83	10.4			

From table 6, it is observed that the mean difference 2.90 between the mean scores of academic achievement of private and government school students is found to be significant at 0.05 level of significance as the calculated t value 1.96 is greater than the table value 2.65 at 0.05 level. Hence, the null hypothesis is rejected. Students of Government schools have excelled students of private schools in academic achievement.

**Hypothesis 7**

There is no significant mean difference between science and arts group students in their academic achievement.

Variable	Groups	N	Mean	S.D	M.D	t-value	Sig. level (0.05)
Subject group	Science	176	60.91	9.97	10.1	10.35	Significant
	Arts	204	71.02	9.07			

From table 7, it is observed that the mean difference 10.11 is significant as the calculated 't' value 10.35 is greater than the table value 1.96 for the df 378 at 0.05 level of significance. Hence, the null hypothesis is rejected. It is concluded that there is significant difference between science and arts students in their level of academic achievement. Students of arts have shown higher academic achievement than Science students.

### MAJOR FINDINGS

1. There exists only low positive relation between achievement motivation and academic achievement among higher secondary students.
2. The scores of achievement motivation of girls are found to be superior to those of boys.
3. It is observed that the scores of achievement motivation of private school students are better compared to those of government school students.
4. Achievement motivation is found to be better among arts group students than among science group students.
5. Girls seem to be superior to boys but there is not much difference in their academic achievement.
6. Academic achievement among government school students has been fairly better than that among private school students.
7. The academic achievement of arts group students is superior to that of science group students.

### IMPLICATIONS OF THE STUDY

The teacher should understand that the child is a living human being. The teacher should understand the ability, aptitude, interest and family background and the level of academic achievement of each child. Instruction should be individualized instead of standardized learning. When the teacher has high achievement motivation, he/she can motivate the students to have greater achievement motivation. This is perhaps the better way of moulding

the child. Remedial classes may be organized. The slow learners and under achievers can be given special attention by the teacher. The progress of the student should be discussed in the parent teacher meeting. The illiterate parents who have indifferent attitudes towards education may be made literate through non formal education.

### CONCLUSION

The present study reveals that there is a significant difference in the achievement motivation of students studying in private and government schools favouring private schools but in the case of academic achievement the study favours Government school students. The parents, teachers and the management should help the students to cultivate concentration power and critical thinking to achieve better academic achievement. In today's world everything is graded and ranked and people are assessed according to the performance, and hence one should have high achievement motivation from childhood to be more successful in life.

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