



**Correlation between Achievement Motivation and Academic Achievement of IXth Std.
Students studying in Schools affiliated to M.P. Board**

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Abstract

Present study is trying to enlighten the importance of Achievement motivation and academic achievement of IXth std. students as they are assets of our county. For the present study 148 students of M.P. Board of Bhopal District were taken, for the Assessment of Achievement motivation the “Achievement Motivation Scale of Pratibha Deo and Asha Mohan and Academic Achievement measured by marks obtained by the students in their last examination were used and Correlation used for the data analysis.

Results indicate that the correlation between Achievement Motivation and Academic Achievement of IXth Std. boys, girls and whole Students studying in Schools affiliated to M.P. Board are negligible. Means there is no significance correlation shown between achievement motivation and academic achievement.

Keywords: Achievement Motivation, Academic Achievement, Boys, Girls, M.P. Board Schools.

INTRODUCTION

In the realm of human development, through various civilizations over centuries in the past education has played a very important role in transforming a human being into a useful citizen. In every society education make life both for the individual and the community happy, Prosperous

and enjoyable. The society's progress and development depends of upon how its children are transformed and trained in different branches of knowledge. The social functions of education include the transmission of culture value and beliefs, and of skills and experience as well as the transmission of system of working in life. People from every aspect of life living in a social set up are its. Role of education as stated in the reports of Kothari Commission is "to impart knowledge and understanding and to inculcate interests, attitudes and values to human resource and in turn make these resources qualified to utilize the physical resources to attain optimum level." (Report of the Education Commission 1964-65. PI)

Education has to play a vital role in preparing the new generation of India, to face of the challenges of a fast changing social system. The reports, of the various education commissions submitted in the past few decades, pointed out that one of the major failures of our educational system was its failure to help in national reconstruction.

Mahatma Gandhi, Swami Vivekanand and many more other Educational Thinkers have been said that education should bring out the best in child's body, mind and spirit.

The human behavior is controlled; directed and modified through certain reference motives. When a person is hungry he searches for food, or made shelter for safety. We will always be able to trace some such elements which imitate his activities, guide them and modify his behavior in the light of his success and failure.

Every new research evolves from the existing knowledge of that particular concept. The result, theories and accepted outcomes of the already conducted studies related to any specific topic ought to be under stood in depth to reach new conclusions. The researcher has critically analyzed the previous studies related to the topic of education concerning motivation. An intensive and exhaustive survey of related literature has done before selecting the present study this offered a fascinating experience.

Damerl B.D. and Dash B.M. (2003) studied and found that learning and its transfer that motivation is an important personal factor for effective Learning and also put forth the view on meaning of motivation, classification of motivation. **Sohani, A.** (2006) viewed on fourteen principles by which one will become successful, happy and effective person. Clarity of goals and purpose in life is one by which one important principle would use creative faculty to develop strategies in achieving the aim and to be a successful it is important to have an aim to defmiteness of purpose of which a person can be motivated.

METHODOLOGY

(a) **Sample Techniques**-Sample for the present study consists of 50 boys and 50 girls students randomly selected from MP Board schools of Bhopal, State Madhya Pradesh.

(b) **Tool used**- Achievement Motivation Scale of Pratibha Deo and Asha Mohan.

(c) **Data Analysis**- The data analyzed with the help of Correlation.

(d) **Hypothesis of the study**

- I. There is no significant Correlation between Achievement Motivation and Academic Achievement of IXth Std. boys Students studying in Schools affiliated to M.P. Board.
- II. There is no significant Correlation between Achievement Motivation and Academic Achievement of IXth Std. Girls Students studying in Schools affiliated to M.P. Board.
- III. There is no significant Correlation between Achievement Motivation and Academic Achievement of IXth Std. between boys and girls Students studying in Schools affiliated to M.P. Board.

INTERPTATION

Table-1

Correlation between Achievement Motivation and Academic Achievement of IXth Std. boys Students studying in Schools affiliated to M.P. Board.

S. No.	Variable	Pearson Correlation Coefficient	Remark
1.	Achievement Motivation and Academic Achievement in English	0.058	Negligible
2	Achievement Motivation and Academic Achievement in Maths	0.043	Negligible
3	Achievement Motivation and Academic Achievement in Science	0.013	Negligible

Table No.1 shows that the Pearson Correlation Coefficient for English is 0.058, for Maths it is 0.043 and for science it is 0.13. This is negligible.

Inference-1

The result indicates that there is no significant Correlation found between Achievement Motivation and Academic Achievement of IXth Std. boys Students studying in Schools affiliated to M.P. Board. This implies that Achievement Motivation and Academic Achievement of IXth Std. boys Students studying in Schools affiliated to M.P. Board is negligible.

Thus null hypothesis No. 1 is accepted.

Table-2

Correlation between Achievement Motivation and Academic Achievement of IXth Std. Girls Students studying in Schools affiliated to M.P. Board.

S. No.	Variable	Pearson Correlation Coefficient	Remark
1.	Achievement Motivation and Academic Achievement in English	0.19	Negligible
2.	Achievement Motivation and Academic Achievement in Maths	0.07	Negligible
3.	Achievement Motivation and Academic Achievement in Science	0.20	Negligible

Table No.2 shows that the Pearson Correlation Coefficient for English is 0.19, for Maths it is 0.07 and for science it is 0.20. Obtained correlation values are negligible.

Inference-2

The result indicates that there is no significant Correlation found between Achievement Motivation and Academic Achievement of IXth Std. girls Students studying in Schools affiliated to M.P. Board. This implies that Achievement Motivation and Academic Achievement of IXth Std. girls Students studying in Schools affiliated to M.P. Board is negligible.

Thus null hypothesis No. 2 is accepted.

Table-3

Correlation between Achievement Motivation and Academic Achievement of IXth Std. between boys and girls Students studying in Schools affiliated to M.P. Board.

S. No.	Variable	Pearson Correlation Coefficient	Remark
1.	Achievement Motivation and Academic Achievement in English	148	0.12 Negligible
2.	Achievement Motivation and Academic Achievement in Maths	148	0.02 Negligible
3.	Achievement Motivation and Academic Achievement in Science	148	0.16 Negligible

Table No.3 shows that the Pearson Correlation Coefficient for English is 0.12, for Maths it is 0.02 and for science it is 0.16. Obtained correlation values are negligible.

Inference-3

The result indicates that there is no significant Correlation found between Achievement Motivation and Academic Achievement of IXth Std. Students studying in Schools affiliated to M.P. Board. This implies that Achievement Motivation and Academic Achievement of IXth Std. Students studying in Schools affiliated to M.P. Board is negligible.

Thus null hypothesis No. 3 is accepted.

CONCLUSION

Results indicate that the correlation between Achievement Motivation and Academic Achievement of IXth Std. boys, girls and whole Students studying in Schools affiliated to M.P. Board are negligible. Means there is no significance correlation shown between achievement motivation and academic achievement.

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