



“A STUDY OF ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR ACHIEVEMENT MOTIVATION”

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ABSTRACT:

The present study has been designed to investigate the relationship and role of achievement motivation in the academic achievement of higher secondary school students. The study was conducted over the sample of 200 (100 science and 100 commerce group) higher secondary school students of class 12th in 10 different schools of BHEL area Bhopal (MP). Dr. Beena Shah achievement motivation scale was used to measure students' achievement motivation and the 12th board examination marks was taken to show their level of academic achievement.

Key Words: achievement motivation, academic achievement, higher secondary school students.

INTRODUCTION:

Every child is unique and an untapped storehouse of talents, skills and capabilities. Everyone is a product of his/her culture, parenting, schooling, strengths and adjustment capabilities.

Enhancement of strengths and abilities along with all round development of an individual is done by providing education. The main goal of education is to provide a critical thinking and technology-literate workforce so that the children of today become assets of tomorrow and put the nation on fast track of success.

Education gain is checked by Academic Achievement in terms of curricular and extracurricular activities. It is the performance of an individual in a given body of knowledge. It can be measured with the help of tests (oral or written) which can be scheduled or instantaneous.

The performance of an individual is considered as a product of two different variables- learner's capacity and willingness to use his/her ability to perform the work. Motivation is the primary energizer of behavior which give direction to learner's behavior as they are directed towards achievement of certain 'goals'.

McClelland (1953) defined achievement motivation as 'a competition with a standard of excellence'. Achievement motivation is characterized by a desire to attain a high standard of excellence and to accomplish the unique objective.

The importance of achievement motivation in progress of learning is very great. Motivation acts as a drive in learner. A learner cannot learn effectively in absence of motivation. It is motivation which increases learner performance on account of some specified action.

Achievement motivation also helps students in overcoming the obstacles in order to bring out their best performance in academics and other fields of life.

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. An intensive and exhaustive survey of related literature has done before selecting the present study this offered a fascinating experience. **Ali (2011)** studied and found that the difference between mean scores of high achievers of experimental and the control group on post-test was found to be significant at 0.05 levels. Hence, there was a significant difference in achievement of mathematics students' taught and motivated using problem solving method and those taught with routine method. **Punj, B.S. (2014)** result indicates that there are significant differences in achievement motivation among secondary school students with high and low parental encouragement. **Tyagi, S.K. and Khatri, K. (2014)** result indicates that that type of exam significantly influences students' achievement at different levels. **Sharma, Brinda B. (2014)** studied and found that significant positive correlation between 5 dimensions of home environment and high academic achievement motivation.

STATEMENT OF THE PROBLEM:

“A study of academic achievement of higher secondary school students in relation to their achievement motivation”

OBJECTIVES OF THE STUDY:

- 1) To find the correlation between academic achievement and achievement motivation of students of science group.
- 2) To find the correlation between academic achievement and achievement motivation of students of commerce group.

HYPOTHESIS OF THE STUDY:

- 1) There is no significant correlation between academic achievement and achievement motivation of students of science group.
- 2) There is no significant correlation between academic achievement and achievement motivation of students of commerce group.

METHODOLOGY:

The major purpose of study is to find out the relationship between academic achievement and achievement motivation of higher secondary students of science and commerce group. The descriptive survey method will be adopted to measure the achievement motivation. The sample of the study comprised of 200 higher secondary level students of BHEL area Bhopal (MP). The ‘achievement motivation scale’ developed by Dr. Beena Shah was used to measure achievement motivation of students.

ANALYSIS AND MAJOR FINDINGS:

HYPOTHESIS No. 1: There is no significant correlation between academic achievement and achievement motivation of students of science group.

TABLE - 1

Academic achievement and achievement motivation of students of science group

Variable	Number	r	nature	significance
Academic achievement	100	0.46	positive	significant
Achievement motivation				

(Table value at the $df=99/0.01$ level is 0.354)

Above table reveals that coefficient of correlation of academic achievement and achievement motivation of science group students (n=100) is 0.46, whereas the table value of coefficient of correlation is 0.354, which is less than calculated value, so there is significant correlation between academic achievement and achievement motivation of students of science group. Therefore the null hypothesis, “There is no significant correlation between academic achievement and achievement motivation of students of science group” is rejected.

The moderate degree of correlation $r=0.46$, and its positive nature shows that science group students are better in their academic achievement.

HYPOTHESIS No. 2: There is no significant correlation between academic achievement and achievement motivation of students of commerce group.

TABLE - 2

Academic achievement and achievement motivation of students of commerce group

Variable	Number	r	nature	significance
Academic achievement	100	0.19	positive	Insignificant
Achievement motivation				

(Table value at the $df=99/0.01$ level is 0.354)

Above table reveals that coefficient of correlation of academic achievement and achievement motivation of students of commerce group (n=100) is 0.19, whereas the table value of coefficient of correlation is 0.354, which is more than calculated value, so there is no significant correlation between academic achievement and achievement motivation of students of commerce group. Therefore the null hypothesis “There is no significant correlation between academic achievement and achievement motivation of students of commerce group” is accepted. The low degree of correlation $r=0.19$, and its positive nature shows that commerce group students are performing better in their field.

CONCLUSION:

Achievement motivation forms the basis for good life. Students who are oriented towards achievement enjoy life and feel in control. Being motivated keeps students dynamic and makes their targets easily achievable. It is observed that achievement motivated students seem to be more concerned with their personal achievement rather than the rewards of success. There exists a positive relationship between achievement motivation, classroom motivation and academic achievement among all grades of students. As motivation increases, academic achievement will

also increase. Students with high achievement motivation have an ability to perform well in their academics.

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