

ACADEMIC ACHIEVEMENT OF ADOLESCENTS IN RELATION TO THEIR ACHIEVEMENT MOTIVATION

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ABSTRACT:

Achievement Motivation has been referred to as the need for achievement, a desire to perform well, that controls a person's behaviour relevant to achievement and learning. It encourages and directs students' behaviour toward putting more efforts and therefore is found to be an important determinant of academic achievement. There are many factors that affect achievement motivation of an individual, among those factors gender and school management are shown to have a great influence on achievement motivation of the students by some studies. Adolescence is the period of vulnerability when they are at risk of developing psychological ill-being and feel increased pressurized to succeed academically and therefore, more attention need to be paid to it to provide them all required help at this crucial juncture. Hence the purpose of this study is to investigate the influence of achievement motivation on academic achievement of adolescent students and also to find out whether gender and school management variables have any effect on students achievement motivation. It is a correlational study and focused on 100 students of East Sikkim. Achievement Motivation Scale (n-Ach) developed by Prof. Pratibha Deo and Dr. Asha Mohan (2011) is used as a tool. The study revealed the influence of achievement motivation on academic achievement of the students, also gender and school management are found to have positive effect on achievement motivation of the students.

Keywords: Achievement motivation, Academic achievement, gender, school management

1. INTRODUCTION:

Achievement Motivation has been referred to as the need for achievement, a desire to perform well, that controls a person's behaviour relevant to achievement and learning. McClelland, Atkinson, Clark, and Lowell (1953) have defined achievement motivation in terms of standards of excellence and competition. There are many factors which influence academic achievement of the students and motivation is one of the very important factors. An individual with high motivation for achievement usually have high aspiration for themselves and try to attain level of excellence selected by them as it is evidenced in the studies of Ramasamy (1988) and Mishra (2013) and Osei et.al. (2014) and Jayaraj (2014) and Das (2016). Psychologists have noted that motivation should be taken into account in education because of its effective relationship with new learning, abilities, strategies and behaviour. Motivation for academic achievement is attributed to behaviour which leads to learning and achievement. Such motivated people are stimulated to successfully complete an assignment, achieving a goal or degree of qualification in their professions (as cited in the study of Amrai et al, 2011)

With regard to the factors influencing the motivation and further academic performance, Hyde and Kling (2001) in a research article called "Women, motivation and achievement" explored 'gender' and mentioned that the classic research by McClelland was based on the fact that the occurrence of achievement motivation is very low with women, and therefore they were excluded from the research. Therefore many studies were conducted to investigate this aspect and the ones conducted by Minnalkodo (1997) and Kumar and Selvan (2001) found that there is significant difference in the achievement motivation of women from men and indicated that achievement motivation of women has increased over time and consequently their academic accomplishment too. Also Hyde & Kling (2001) have further stated that the increase of achievement motivation of women was probably caused by better opportunities to gain education and also to find employment. Another significant factor affecting the relationship between motivation and academic achievement is the 'school management' (Government and private schools) which too has influence on the achievement motivation of the students to a certain extent. It was found in some reviewed studies that students of private school possess a higher achievement motivation than their counterparts in government schools (Bharanbe, 2016; Bashir et al, 2016).

Achievement motivation encourages and directs students' behaviour toward putting more efforts and therefore is found to be an important determinant of academic success. Students' academic attainment has been

a source of great concern for parents, educators, curriculum planners, psychologists and researchers (Patel, 2018). It is an evident fact that parents at home and teachers in schools have to play a very significant role in instilling motivation to achieve high among their children/ students so that they strive to achieve success in their life, especially during adolescence, their role becomes much more pertinent. Adolescence is the period of vulnerability when they are at risk of developing psychological ill-being and feel increased pressurized to succeed academically and therefore, more attention need to be paid to it to provide them all required help at this crucial juncture. Thus keeping this in mind, the present study is undertaken to explore that during such critical period, whether the identified factors affect them to remain motivated and further how it impinges on their academic performance, so that appropriate educational implications may be put forth.

II. OBJECTIVES OF THE STUDY:

1. To estimate the level of achievement motivation of adolescent students.
2. To find out the relationship, if any, between achievement motivation and academic achievement of adolescent students.
3. To estimate the achievement motivation of adolescent school students in relation to their gender.
4. To estimate the achievement motivation of adolescent school students in relation to their type of schools.

III. DELIMITATIONS OF THE STUDY:

The present research aimed to study the academic achievement of secondary school students as influenced by their achievement motivation. Due to time and fund constraint, the study was delimited to only one hundred students from two schools of Gangtok, East Sikkim, one government and one private.

IV. METHODOLOGY OF THE STUDY:

Design:

The study proposed to find out relationship, if any, between achievement motivation and academic achievement of students; hence it was a correlational study.

Sample:

A sample of hundred (100) adolescent students of Gangtok, East Sikkim was selected using stratified random sampling technique. Out of which, 47 students were from private and 53 students were from government schools. 53 students were male and 47 female adolescents. Figure 1 and figure 2 displays the sample break up of adolescent's student with respect to their gender and type of school respectively.

Figure 1: Sample Breakup According to School Management variation.

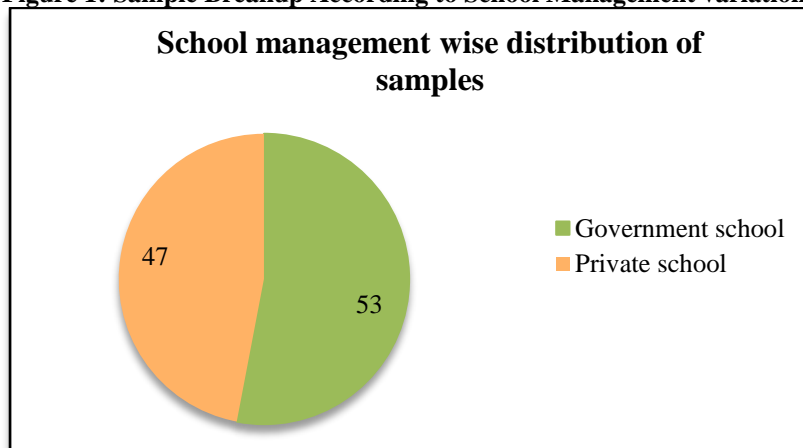
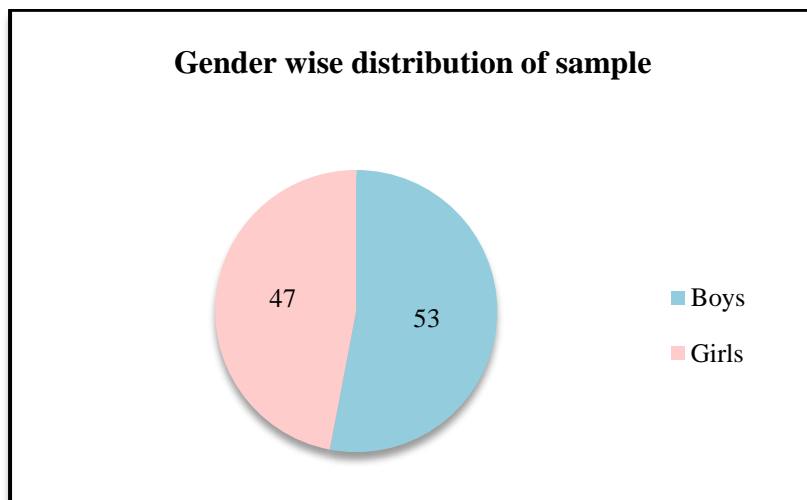


Figure 2: Sample Breakup According to Gender variation



Pie chart showing the distribution of samples

Tools Used:

Achievement Motivation Scale (n-Ach) developed by Prof. Pratibha Deo and Dr. Asha Mohan (2011) was used. This is a 5 points scale consists of 50 items in total. Out of 50 items, there are 37 positive and 13 negative statements. As per the guidelines, the positive items were scored as four (4) for always, three (3) for frequently, two (2) for sometimes, one (1) for rarely and zero (0) for never. And for negative items, the scoring was reversed. The test has the concurrent validity of 0.54. The reliability of the test was calculated by the test-retest method and the co-efficient of reliability was found to be 0.69.

V. ANALYSIS AND INTERPRETATION:

The major findings of the study after analysis of the data through statistical calculations have been presented below in table 1, 2, 3 and 4.

V.1 Levels of Achievement Motivation of Adolescent Students

The first objective of this study was to estimate the levels of achievement motivation amongst adolescent students of East Sikkim. Hence, the data were analyzed referring to z-score norms that have been prepared age-wise as mentioned in the scale and the results are presented here under:

Table 1

Categorization of Total Sample as per their Levels of Achievement Motivation

	Level of Achievement Motivation	Percentage of Students
+2.01 and above	Highly Motivated	0
+1.26 to +2.00	High Motivation	0
+0.51 to +1.25	Above Average Motivation	6
-0.50 to +0.50	Average Motivation	41
-0.51 to -1.25	Below Average Motivation	22
-1.26 to -2.00	Low Motivation	23
-2.01 and below	Lowest Motivated	8

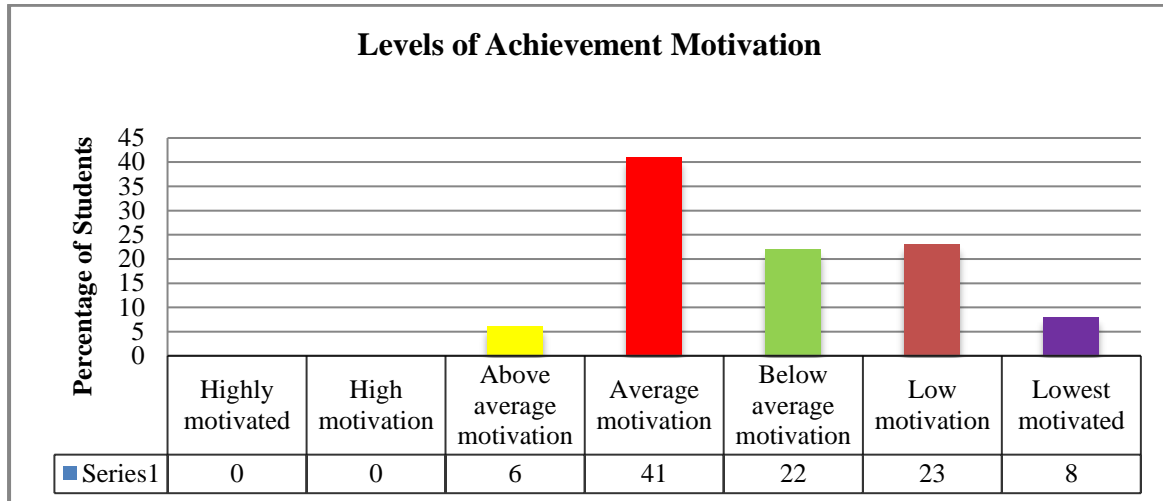


Figure 3: Graphical representation of total sample as per their levels of Achievement Motivation

This categorization was made on the basis of the z-score norms that have been prepared age-wise, viz, 13+, 14+, 15+, 16+, 17+, 18+ and 19+ as per the norms in the achievement motivation scale (n-Ach) by Deo and Asha Mohan(2011). From the above table it was revealed that there were 0,0,6,41,22,23 and 8 percentage of students in order of ‘highly’, ‘high’, ‘above average’, ‘average’, ‘below average’, ‘low’, ‘lowest’ levels of achievement motivation respectively. It is clear that the largest number i.e.41% of the students possess ‘average level’, 6% ‘above average’, 22% ‘below average’, 23% ‘low level’ and 8% ‘lowest level’. But no single student falls under the category of highly motivated and high level of achievement motivation, thus they are confined to average level at the most.

V.2. Relationship between Achievement Motivation and Academic Achievement

The study also purported to establish the relationship between achievement motivation and academic achievement, if any. Therefore, data was computed using Pearson’s ‘r’ and the results are as detailed below:

**Table 2
Study of Relationship between Scores on Achievement Motivation and Academic Achievement**

Variables	Correlation
Achievement Motivation and Academic Achievement	0.57

The Pearson’s Product Moment

Coefficient of Correlation value of ‘r’ was found to be 0.57, which shows that there is a moderate positive relationship between achievement motivation and academic achievement of adolescents’ student of Sikkim. Hence it may be inferred that academic motivation influences the academic achievement of the students positively. The students will high academic motivation are supposed to have high academic achievement

V.3. Differential Analysis on Achievement Motivation Scores in relation to Gender Variation

In the present study, the scores on achievement motivation of both male and female adolescent students were calculated for determining the significance of difference between the means, the ‘t’ was adopted and the value of ‘t’ ratio was calculated and presented in the table below:**Table 3 Test of Significance of Difference between the Mean Scores on Achievement Motivation due to Gender variation**

Variation	N	Mean	S.D.	S _{ED}	‘t’	Remark
Male	53	126.8	18.68	3.38	5.2	S
Female	47	144.4	15.11			

Critical value of ‘t’ with df (98) at 0.01= 2.63 and 0.05=1.98

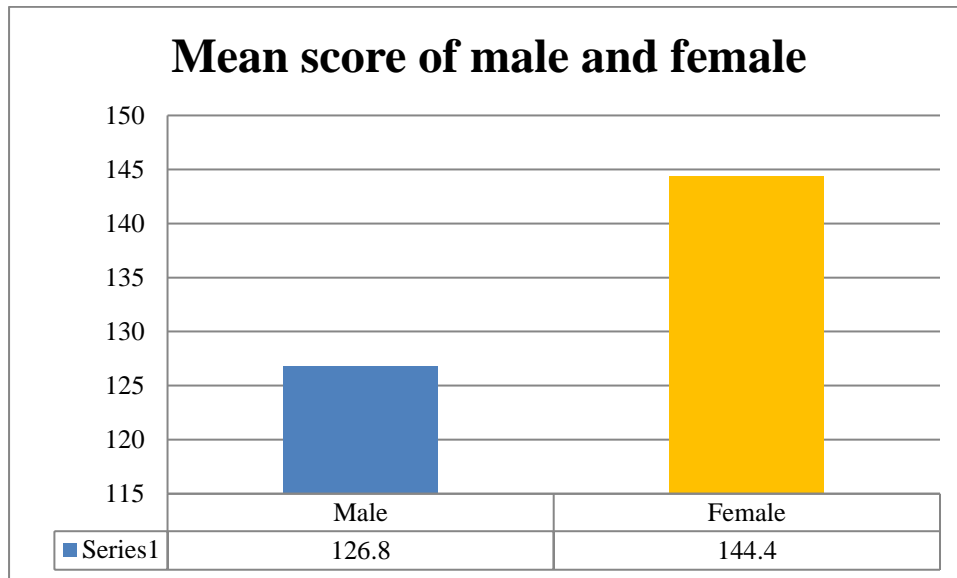


Figure 4: Graphical representation on mean score of male and female

It is observed from the table that the calculated 't' value was found to be 5.2, which was significant at 0.05 and 0.01 levels of significance. Since the value is higher than the tabular value of 't' which is 1.98 at 0.05 and 2.63 at 0.01 level of significance at 98 degree of freedom, thus it is proven that gender has an influence on the level of achievement motivation of adolescent students.

V.4. Differential Analysis on Achievement Motivation Scores in relation to School Management Variation

To determine the significance of difference between the mean on achievement motivation scores of government and private school adolescent students, the value of 't' ratio was calculated and shown in the table below:

Table 4

Test of Significance of Difference between the Mean Scores on Achievement Motivation due to School Management Variation

Variation	N	Mean	S.D.	S.Ed	't'	Remarks
Government	53	101.2	32.12	5.34	6.02	S
Private	47	133.4	20.73			

Critical value of 't' with df (98) at 0.01= 2.63 and 0.05=1.98

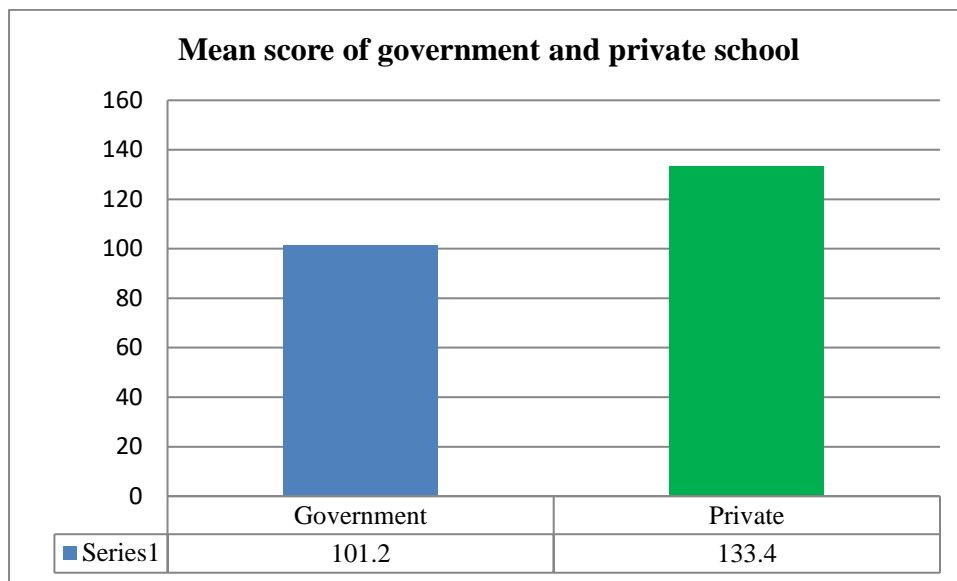


Figure 5: Graphical representation on mean score of government and private schools

From the above table, it is clear that the ‘t’ value was found to be 6.02, which is significant at 0.01 and 0.05 level of significance as it is more than the tabular value of ‘t’ which is 1.98 at 0.05 and 2.63 at 0.01 level of significance at 98 degree of freedom. The finding revealed that school management (government and private school) play an important role to affect the achievement motivation of adolescent students.

Discussion

Since the present study has found relationship between achievement motivation and academic achievement, hence all the stakeholders need to pay attention to instilling the same in their students.

Some of the appropriate strategies like developing meaningful and respectful relationship with students, giving the students an opportunity to choose what they want to learn and how they want to learn whenever possible, and also timely giving effective and objective feedback must be devised by the teachers in schools to help students feel motivated to perform well.

Gender also plays some role in having differential effect, particularly adolescence hence; it is recommended that parents at home and teachers in schools make use of gender appropriate ways of inculcating motivation in them. Studies conducted by Xuan et al., 2014 and Rani & Reddy, 2019 also found significant differences in achievement motivation of male and female adolescent students.

School management (government and private school) has also been found to play an important role affecting the achievement motivation of adolescent students. The students of private schools are having higher achievement motivation than government school students. It is a matter of concern for the government school authorities and educators and they must undertake necessary measures and initiatives to enhance achievement motivations amongst the students so that their academic achievements may be improved. Bharanbe (2016) has also found the affect of school management (government and private schools) on the achievement motivation of adolescent students.

School may organise lectures, workshops and seminars where students get the opportunity to feel positive and expectant towards future goals.

Such reinforcement techniques must be used by parents and teachers at home and in schools, which help the students to get the taste of success and which they may transfer later in achieving the bigger goals of life.

Conclusion

Achievement Motivation has been referred to as the need for achievement, a desire to perform well, that controls a person’s behaviour relevant to achievement and learning. With regard to the factors influencing the motivation and further academic performance, Hyde and Kling (2001) in a research article called “Women, motivation and achievement” explored ‘gender’ and mentioned that the classic research by McClelland was based on the fact that the occurrence of achievement motivation is very low with women, and therefore they were excluded from the research.

The present study is an investigation of achievement motivation on academic achievement of adolescent students and also to find out whether gender and school management variables have any effect on students achievement motivation. It is a correlational study. The study aim to find out (i) The level of achievement motivation of adolescent students. (ii) Relationship, if any, between achievement motivation and academic achievement of adolescent students.(iii) Estimate the achievement motivation of adolescent school students in relation to their gender and their type of schools. Study was delimited to only one hundred students from two schools of Gangtok, East Sikkim, one government and one private. Achievement Motivation Scale (n-Ach) developed by Prof. Pratibha Deo and Dr. Asha Mohan (2011) is used as a tool. The study revealed the influence of achievement motivation on academic achievement of the students, also gender and school management are found to have positive effect on achievement motivation of the students.

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