

# A STUDY ON ACHIEVEMENT MOTIVATION AMONG THE SECONDARY LEVEL STUDENTS IN TIRUCHIRAPPALLI DISTRICT

**A. Lourdu Mary**

Research Scholar  
Dept. of Educational Technology  
Bharathidasan University  
Tiruchirappalli – 620023  
Tamil Nadu, India

**Dr. I. Muthuchamy**

Professor  
Dept. of Educational Technology  
Bharathidasan University  
Tiruchirappalli - 620023  
Tamil Nadu, India

## Abstract

*The present study intends to assess the level of influence the achievement motivation with respect to gender and locality. Achievement motivation is typically refers to the level of one's motivation to engage in students to achieve. The sample of the study consisted of 446 secondary students from different type of schools. An analysis of the data was carried out by using SPSS software package. The study found that the level of achievement motivation among secondary students is found to be at average level. Further, the study found that the higher Achievement Motivation mean score revealed that the girls students have better in their achievement motivation than the boys. Similarly the urban secondary students have a higher achievement motivation than the rural students.*

**Key words:** Achievement Motivation, Software Package, Secondary Students.

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## Introduction

The willingness of the students to actively participate in the academic processes is defined as motivation. Achievement Motivation (AM) has been defined as 'Combination of psychological forces, which initiate direct and sustained behaviour towards successful attainment of some goals. The concept of achievement has been developed by McClelland, Atkinson, Clark and Lowell (1953). They defined this concept as 'concern over competition with standard of excellence. It is a competency doing the thing better than someone else. It is the desire or tendency to do things in a rapidly as possible and to overcome obstacles and attain a high standard. Achievement Motivation refers to a person's efforts to master a task, achieve excellence, overcome obstacles, (1984) perform better than others and take pride in exercising talent. Achievement Motivation is also defined as a habitual desire to achieve goals through one's individual efforts.' Individuals vary quite a lot in this motivation. Managers, coaches and many types of leaders are very dividends in terms of high performance and Leads to excellence (Kamalesh; 2006).

Thus, Achievement Motivation is the desire to do better, to achieve unique, accomplishment, to compete with standard of excellence and to involve oneself with long term achievement. The Achievement motivation typically refers to the level of one's motivation to engage in achieving the goal.

## Insights Gained From Literature Review

The researcher carefully and keenly reviewed many research studies related to achievement motivation and positive impact on achievement motivation. The results shows that the significant increase in Achievement Motivation level of SC/ST's and OBC while decrease in forward class. Ali, Jawed and Abdul Raheman (2012) compared the achievement motivation of male and female weight lifters of Manipur. The results revealed that there is no significant difference between Achievement Motivation mean scores of male and female weight lifters of Manipur. The level of Achievement Motivation of these weight lifters was found in the moderate level. Khan, Haider and Ahmad (2011) reported that there was no significant difference Achievement Motivation between Achievement Motivation of male and female basketball players. Kumar and Kalidasan (2011) found that there was no significant difference between Achievement Motivation of Tamil Nadu and Karnataka fresher's and experienced ball badminton players. Awastghi, Bina (2002) found that male students had significantly higher

Achievement Motivation than female students. The high intelligent students had significantly higher Achievement Motivation than the lower intelligent students and the students coming from high socio-economic background had significantly higher Achievement Motivation than those having lower socio-economic background. Pramod Kumar (2012) found that cohesion, conflict, acceptance and caring relationship dimensions and organization areas of family climate had significantly and positively correlated to Achievement Motivation.

### **Rationale of the Study**

The need of Achievement Motivation is influenced by individual's wishes for what they want to achieve, their interest, experiences, personality patterns, personal values, Gender socio-economic status and even by caste background. Apart from personal factors, there are many environmental factors such parental as ambitions, social expectations, peer pressures, Gender appropriateness of aspiration, cultural traditional, social values and competition which influence the Achievement Motivation (Hurlock; 1997). Parental and social expectations from boys and girls vary. Every culture and society have prescribed roles for boys and girls, are appreciated, when they are in accordance with the prescribed norms & roles of society.

The secondary level Students need Achievement Motivation to acquire values and knowledge. Achievement Motivation is the main factor in any type of learning. In order to make their learning meaningful, it is necessary that the students be motivated before they are made to learn. Emphasizing the importance of motivation in the learning process, Kelle has stated that motivation is the central factor in the effective management of the process of learning. Some sort of motivation must be essential types of in all learning. Therefore, before going to teach the school subjects, teacher should acquaint themselves how to motivate the students to achieve. If he/she is aware about his students, he/she can create an ideal learning environment in the classroom so that the learners can be motivated for learning and interests can also be created among them. He/she can plan, execute and organize the learning activities to motivate the students with fun of learning the subjects like science, maths, language, etc. Keeping in mind all these things, the present study was undertaken.

### **Objectives of the Study**

The objectives of study are affected as follows

- To assess level of influence of Achievement Motivation of the students at secondary level.
- To find out the significance of difference if any, in the achievement motivation with respect to Gender and Locality.

### **Hypotheses of the Study**

- The level of achievement motivation of secondary students is not high.
- There is no significant difference in the achievement motivation mean scores between boys and girls and also between Rural and Urban students.

### **Methodology in brief:**

#### **Population and Sample**

The population of the study consisted of Secondary students of Tiruchirappalli District. For the present study, 446 Secondary students were selected by using stratified random sampling techniques from Secondary schools situated in Tiruchirappalli District. The sample included 230 rural secondary students and 216 urban secondary students of standard IX.

#### **Tool Used**

Achievement Motivation Scale developed, by Mishra and Srivastava (2011) was used. This scale consists a high score reflects high Achievement Motivation.

#### **Statistical Techniques Applied**

The collected data were analysed by using descriptive statistics and inferential statistics. Descriptive statistics was used for studying the distribution of Achievement Motivation scores of the Secondary students and inferential statistics was used for testing the null hypotheses.

Data collection through Achievement Motivation Scale and it was analysed by using appropriate statistical techniques. The Mean, Median, Mode, Standard Deviation (SD), Skewness and Kurtosis were computed for respective groups and t-values were calculated for testing the null hypotheses.

## Data Analysis and Interpretation

### Hypothesis -I

**Table – 1**

**Mean (M), Median (Mdn), Mode (Mo), Standard Deviation (SD), Kurtosis (Ku) and Skewness (Sk) of Achievement Motivation Scores of Secondary students**

Secondary students	No	M	Mdn	Mo	SD	Ku	Sk
All Secondary Students	446	18.92	19.00	17.00	4.82	1.11	-0.19
All Boys	223	19.67	20.00	21.00	4.64	0.53	-0.23
All Girls	223	18.17	18.00	17.00	4.90	1.74	-0.11
Rural Students	230	17.85	18.00	18.00	5.16	0.88	-0.33
Urban Students	216	20.06	20.00	21.00	4.16	0.29	-0.52

Table1, shows that the mean, median and mode of Achievement Motivation scores of secondary students are respectively 18.92, 19.00 and 17.00. It shows that Achievement Motivation was normally distributed for secondary students and the mean, median and mode of distribution for all boys are 19.67, 20.00 and 21.00 respectively whereas for girls 18.17, 18.00 and 17.00 respectively. This implies that Achievement Motivation was normally distributed for both the groups. The means of Achievement Motivation of two the groups were 19.67 and 18.17 respectively which were nearly equal.

The mean, median and mode of distribution for all rural are 17.85, 18.00 and 18.00 respectively whereas for urban students 20.06, 20.00 and 21.00 respectively. This implies that Achievement Motivation was normally distributed for both the groups The average Achievement Motivation of urban boys is greater than rural boys.

Further the calculated values skewness for groups of boys and girls were -0.23 and -0.11 respectively. This means that the distributions of Achievement Motivation scores were negatively skewed as scores tend to trail off to the left of the curve. The kurtosis was calculated to be 0.53 and 1.74 for boys and girls. It means that the distribution is platykurtic for both the groups.

Again, the calculated values of skewness groups of urban and rural Secondary students for were -0.33 and -0.52 respectively. This means that the distributions of Achievement Motivation scores were negatively skewed as scores tend to trail off to the left of the curve. The kurtosis Table 2 shows that 25.56 % of boys fall in high level of Achievement Motivation whereas only 16.14 % of girls fall in high level of AM and 37.22% and 28.25% of boys and girls respectively fall in above average level of Achievement Motivation. This means the number of boys in was calculated to be 0.29 and 0.88 for urban and rural Secondary students. It means that the distribution is platykurtic for both the groups.

The levels of Achievement Motivation among boys and girls are decided in the Achievement Motivation scores limits which are mentioned in the manual of the scale. As per

score limits, the boys and girls were distributed in the various levels of Achievement Motivation which is presented in the following table.

Table – 2

## Achievement Motivation Scores Distribution among Boys and Girls

Achievements Motivation Level	Achievements Motivation Scores		Achievements Motivation Scores		Percentage	
	Boys	Girls	Boys	Girls	Boys	Girls
High	23 & Above	23 & Above	57	36	25.56	16.14
Above Average	19 – 22	20 - 22	83	63	37.22	28.25
Average	17 – 18	17 - 19	27	61	12.11	27.35
Below Average	15 – 16	14 - 16	29	19	13.00	8.52
Low	11 – 14	11 - 13	22	35	9.87	15.70
Very Poor	Below 10	Below 10	05	09	2.24	4.04

Table 2 shows that 25.56 % of boys fall in high level of Achievement Motivation whereas only 16.14 % of girls fall in high level of Achievement Motivation and 37.22% and 28.25% of boys and girls respectively fall in above average level of Achievement Motivation. This means the number of boys in high and above average level of Achievement Motivation is found higher than girls. Though the Achievement Motivation level among boys is found higher than girls but the number of Secondary students having high level of Achievement Motivation is very less. That means most of the boys and girls fall in average level of AM. Therefore, it can be staged that Achievement Motivation level among Secondary students is average and Achievement Motivation among girls is less than boys.

Table – 3

## Mean (M), Standard Deviation (SD) and 't' Value of Achievement Motivation Scores of Boys and Girls

S. No.	Secondary Students	No	Mean	SD	't' value	Critical 't' value	Results
1.	Rural Boys Rural Girls	115 115	18.15 17.56	5.12 5.20	0.87	2.59	Not Significant
2.	Urban Boys Urban Girls	108 108	21.29 18.33	3.40 4.44	4.23	2.59	Significant

3.	All Boys All Girls	223 223	19.67 17.93	4.65 4.86	3.23	2.59	Significant
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Table 3 shows that the mean and a Standard Deviation of rural boys is 18.15 and 5.12 whereas 't' the Mean and Standard Deviation of rural girls is 17.56 and a 5.20 respectively. The 't' value is 0.87 and it is found et al significant difference at 0.01 level of a significance. This indicates that the mean Achievement Motivation, scores of rural boys and girls do not differ significantly. So, the null hypothesis "There is no significant difference between achievement motivation mean scores of rural boys' and girls' is accepted.

The mean and Standard Deviation of urban boys is 21.29 and 3.40 whereas the mean and Standard Deviation of urban girls is 18.33 and 4.44 respectively. The value is 4.23 and it is found significant at 0.01 level of significance. This indicates that the mean achievement motivation scores of urban boys and girls differ significantly. So, the null hypothesis "There is no significant difference between achievement motivations mean scores of urban boys' and girls' is rejected. The mean achievement motivation score of urban boys is significantly higher than the mean achievement motivation score of urban girls.

The mean and Standard Deviation of all boys is 19.67 and 4.65 whereas the Mean and Standard Deviation of all girls is 17.93 and 4.86 respectively. The 't' value is 3.23 and it is found significant at 0.01 level of significance. This indicates that the mean achievement motivation scores of all boys and all girls differ significantly. So, the null hypothesis "There is no significant difference between achievement motivations mean scores of all boys and all girls' is rejected. The mean achievement motivation score of all boys is significantly higher than the mean achievement motivation score of all girls.

**Table – 4**

**Mean (M), Standard Deviation (SD) and 't' Value of Achievement Motivation Scores of Rural and Urban Secondary students**

S. No	Secondary Students	No	Mean	SD	't' value	Critical 't' value	Result
1.	Rural Boys Urban Boys	115 108	18.15 21.29	5.12 3.40	5.42	2.59	Significant
2.	Rural Girls Urban Girls	115 108	17.56 18.33	5.20 4.44	1.96	1.96*	Significant
3.	Rural Secondary students Urban Secondary students	230 216	17.85 20.06	5.16 4.17	4.99	2.59	Significant

\*Significant at 0.05 Level

Table 4 shows that the mean and Standard Deviation of rural boys is 18.15 and 5.12 whereas the mean and Standard Deviation of urban boys is 21.29 and 3.40 respectively. The 't' value is 5.42 and it is found significant at 0.01 level of significance. This indicates that the mean achievement motivation scores of rural boys and urban boys differ significantly. So, the null hypothesis "There is no significant difference between achievement motivation mean scores of rural boys and urban boys' is rejected. The achievement motivation mean score of urban boys is significantly higher than rural boys.

The mean and Standard Deviation of rural girls is 17.56 and 5.20 whereas the mean and Standard Deviation urban girls is 18.33 and 4.44 respectively. The 't' value is 1.96 and it is found significant at 0.05 level of significance. This indicates that the mean achievement motivation scores of rural girls and urban girls differ significantly. So, the null hypothesis "There is no significant difference between achievement motivation mean scores of rural girls and urban girls' is rejected.

Again, from above table, it can be observed that the mean and Standard Deviation of rural secondary students is 17.85 and 5.16 whereas the Mean and Standard Deviation of urban Secondary students is 20.06 and

4.17 respectively. The ' value is 4.99 and it is found significant at 0.01 level of significance. This indicates that the mean achievement motivation scores of rural secondary students and urban secondary students differ significantly. So, the null hypothesis "There is no significant difference between achievement motivation mean scores of rural secondary students and urban secondary students" is rejected. The mean achievement motivation score of urban secondary students is significantly higher than the mean achievement motivation score of rural secondary students.

## Findings and Discussion

On the basis of analysis and interpretation of collected data, it was found that,

1. The level of Achievement Motivation among Secondary students is not high. The Achievement motivation level among Secondary students is found to be at average.
2. Achievement Motivation among boys is higher than girls.
3. Achievement motivation among urban secondary students is higher than rural Secondary students.

Finding 1 revealed that Achievement Motivation level among Secondary students is not high, it is average. It is supported by the findings of Abrol (1977), Gupta (1978), Jerath (1989) and Kour (2009) but the contradictory results were found by Chaudhari (2003), Aggarwal (2011) and Rani (2012). The reason behind it, is that today there is a saturation in every field of life. So, there is unemployment on the large scale. Every person tries to obtain the job by doing any means. This creates a corruption. So, the ordinary true person, by doing hard work and efforts, is not able to obtain a job and there is always a confusion in his mind about 'what to do?' the Secondary students observed this situation in society. So, they become confused regarding their future life.

Finding 2 revealed that Achievement Motivation level among boys is greater than girls. It is supported by the findings of Abrol (1977), Gupta (1978), Jerath (1998) and Kour (1988) but the contradictory results were found by Chaudhari (1971), Agrwal (2011) and Rani (2012). This result is due to the situation in the rural area. The parents pay more attention towards the development of boys than girls due to the lack of their education, poverty and dominance of traditions in rural area. Girl has subordinate place in her family. She is neglected in clothing, diet and other basic facilities every time. The parent's attitude is that when she comes of age, they think to marry her as early as possible. Parents do not take into account her feelings, ambitions, aspirations and thoughts. Therefore, even though she may have high ambitions and aspirations, rural girl cannot think about her own future. She only knows to obey orders given by parents about her future. The situation in urban area is somewhat better than the rural area. The urban population is classified into three categories namely, high, middle and low class according to socio-economic status. In high- and middle- class families, the status of boys and girls is not differentiated but the status of girls in low class family is same as in rural family. So, there was a significant gender difference in Achievement Motivation of Secondary students.

Finding 3 revealed that Achievement Motivation among urban Secondary students is higher than rural Secondary students. The reason behind it is be that in rural area, there is a lack of education, poverty, addiction, lack of facilities, the Secondary students do not have high ambitions. No one can inspire them. Urban parents have awareness regarding the future of their children. They encourage their children. They provide high quality facilities and inspire them to aspire and to decide the aims and objectives of life.

## Conclusion

As the findings revealed that Achievement Motivation level among the Secondary students is not at high level. So, in order to reach them at high level, the teacher should make teaching more interesting, lively and enhance learner's feelings of esteem by arranging varieties of learning experiences. Individual difference, viz gender, mental abilities and locality of secondary students must be taken into consideration.

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