



Achievement Motivation among Secondary School Students

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Abstract

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Achievement Motivation is the readiness of an individual to fulfill a planned objective, a strong motive characterized by ambition, high level of energy and a strong desire for independence. It creates a path way for passion that provides meaning and a clarified sense of identity that develops goal commitment, strategic intent and feeling of empowerment. Students are the builders of future nation and the world itself and they need enough motivation for their studies, so that they will work hard and develop positive attitude for their future studies and works. The present study aims to find out the extent of Achievement motivation among secondary school students and the study was conducted on 525 secondary school students. The results revealed that the level of achievement motivation among secondary school students in Kerala is not at all satisfactory; locale and type of management interact together to influence Achievement motivation and the three-way interaction of gender, locale and type of management on Achievement motivation is significant.

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Achievement Motivation, a psychological construct is the readiness of an individual to fulfill a planned objective which is one of the most important acquired tendencies for social needs. Achievement motivation is a desire for or interest in success in general or specific field of activity. It is a desire to do well in a particular domain together with a tendency to evaluate one's own performance spontaneously.

The need for achievement can be defined as the behavior which shows efforts to do one's best, to do better than others. Achievement motivation is a strong motive characterized by ambition, high level of energy and a strong desire for independence. It creates a path way for passion that provides meaning and a clarified sense of identity that develops goal commitment, strategic intent and feeling of empowerment.

Achievement motivated people work on a platform rather than leave the outcome to chance. They will not gamble, but work with confidence for the task they can achieve. Pupils with high Achievement motivation are self-confident individuals who function well according to the situation. Student who sees that goals can be attained by means of hard work is likely to be high on Achievement motivation, while those who have learnt to expect failure in spite of effort will have lower level of Achievement motivation. In this digital age, there is a great need to raise the level of Achievement motivation of the students to attain more and more. A motivated individual is likely to exhibit self assurance, positive outlook, pragmatism, hope and faith in a bright future while an individual lacking in achievement motivation would feel pessimism, distrust and despair. They need concrete feedback about their performance but they do not consider how others will perceive them, that is, about the environment as the less motivated students do.

Achievement motivation is an acquired tendency for social needs that can be seen in any human beings with variations. As it is an acquired one, the experience received by an individual determines one's need-achievement. Gender equality is propounded in our speeches, but the reality is far away from the expected. Family and society have given stereo type roles for men and women separately. The environment in which boys and girls are brought up differs significantly, whether they belong to rural or urban area. The support given

by and the facilities ensured by the institutions differ according to the type of management. McClelland has claimed that achievement motivated people are more likely to be developed in families in which parents hold a different expectation for their children than the other parents. They developed independence in work among children by the age of eight. These parents supported their wards to know their neighbourhood. McClelland also claimed that achievement motivation can be developed by training programmes and he developed a training programme for business people to improve their achievement motivation. This suggests the need for parents and teachers to be conscious of the level of achievement motivation of children so that necessary steps can be adopted.

Many studies revealed the relation of achievement motivation with achievement, anxiety and locale (Awan, Noureen & Naz, 2011; Bindyadhar Sa, 2008; Manimekhalai, Selvam & Raja, 2005; Nimavathi & Gnanadevan, 2007). Hence it will be relevant to study the level of achievement motivation among secondary school students, and the gender difference, locale difference or difference based on type of management in achievement motivation and their interaction effects if any.

The secondary school students are expected to be responsive individuals who are to be actively engaged in the process of national development for which they need enough motivation for their studies, so that they will work hard and develop positive attitude for their future studies and works. They should fix higher level objectives and should work hard for attaining these objectives. If the students have enough motivation to achieve, they will surely succeed and attain the goals. They should be made aware of need for fixing higher goals and work hard for the achievement of these goals, otherwise they will become mere logs in the field of education, reaching some banks where they are not suitable or which is not suitable for their own abilities and capacities. A dreamless group of younger generation will destroy the nation and a lazy group will be a curse for the society. So it is the responsibility of the education system and the society to make the younger generation motivated at the same time co-operative. If the level of Achievement motivation among secondary students is known, it will help teachers, curriculum planners, administrators and policy makers, in planning, implementing and evaluating the performance of secondary school students.

Objectives

1. To know the extent of Achievement motivation among secondary school students.
2. To find out whether the variables Gender, Locale and Type of Management influence Achievement motivation.

Hypothesis

1. The main and interaction effects of the variables Gender, Locale and Type of Management on Achievement motivation will be significant.

Method

Participants

Population of the study is secondary school students of Kerala and the study was conducted on a representative sample of 525 students studying in ninth standard from 13 schools belonging to three revenue districts of Kerala. Stratified random sampling method was used to select the sample, the strata considered being gender of the student, locale and type of management of the school.

Instrument

The data was collected using a scale of achievement motivation developed and standardized by Pillai and Kumar (1994). The scale includes seven components of Achievement motivation viz; work Ethics, Pursuit of Excellence, Status aspiration, Competitiveness, Acquisitiveness, Mastery and Dominance.

Statistical techniques used

Preliminary statistics like mean and standard deviation were calculated to know the extent of Achievement motivation. Three-way ANOVA (2x2x3) was used to find out the significance of main and interaction effects of the variables Gender, Locale and Type of Management on Achievement motivation.

Results and Discussion

To know the extent of Achievement motivation among secondary school students, arithmetic mean and standard deviation of the variable were calculated for the total sample and sub samples based on Gender, locale and Type of management. The details are given as table 1.

Table 1

Mean and Standard Deviation of Achievement Motivation for total and sub samples

Variable	Group	N	Mean	S.D
Gender	Male	257	126.24	10.48
	Female	268	126.41	9.64
Locale	Urban	208	126.28	9.27
	Rural	317	126.36	10.54
Type of Management	Govt	234	126.84	9.89
	Aided	216	126.02	10.65
	Unaided	75	125.61	8.67
Total sample		525	126.33	10.05

The mean scores of Achievement motivation for the total sample and subsamples are almost equal (126) which is less than the average scale value (135) indicating that secondary school students are very low in their Achievement motivation.

To know the main and interaction effects of the variables gender, locale and type of management on Achievement motivation, three-way ANOVA was computed and the results are presented as table 2.

Table 2

Summary of three way ANOVA of Achievement Motivation by Gender, Locale and Type of Management (2x2x3)

Source of Variance	Sum of Squares	Df	Mean Sum of squares	F
Gender	65.062	1	65.062	0.697
Locale	0.512	1	0.512	0.005
Type of Management	372.009	2	186.005	1.992
Gender & Locale	10.562	1	10.562	0.113
Gender & Management	328.39	2	164.195	1.758
Locale & Management	3617.867	2	1808.934	19.371**
Gender, Locale & Management	820.125	2	410.067	4.391*
Residual	47904.663	513	93.381	

* $p < .05$ ** $p < .01$

The F-values obtained reveal that the main effects of gender, locale and type of management and the two way interaction effects of the variables gender and type of management, gender and locale are not significant but the two way interaction effects of locale and type of management on Achievement Motivation is significant ($F_{(2,513)} = 19.37, p < .01$) and the three- way interaction effect of the three variables gender, locale and type of management is also found to be significant ($F_{(2,513)} = 4.39, p < .05$).



The above results show that, even though Achievement motivation is not significantly different for boys and girls, rural and urban students and among Government, Aided and Unaided school students, Achievement motivation varies for rural and urban school students as the type of management varies. Similarly the influence of type of management on Achievement motivation varies for different levels of locale with gender or influence of gender on Achievement motivation varies for different levels of locale with type of management or influence of locale on Achievement motivation is different for different types of management with Gender. But Greene and DeBacker (2004) found significant gender difference in Achievement motivation.

Conclusion

The results of the study reveal that secondary school students are not having satisfactory level of achievement motivation which will surely affect their future performance.

There is no remarkable difference in the motivation level of boys and girls or urban and rural students or among students of government, aided and unaided schools. Though gender, locale and type of management have no direct significant influence on achievement motivation of secondary school students, these variables interact together to influence achievement motivation. Teachers and parents of Kerala have to consider the poor motivation level of students seriously and urgent measures are needed for improving the situation. Key factors of student motivation can be listed as student, teacher, content, method and the environment. To develop student motivation each of these factors are to be handled effectively. No one can push one to climb the steps, the person himself should think that he has to climb it. The perceived well being of the learner will affect his attitudes. So teachers and parents should be compassionate and supportive of the personal conditions of their wards that surface in the process of education. Proper guidance should be given to them to develop a long range educational plan. Better study skills and time management will help them move towards their goals. "Success does breed success". Hence pleasant environment in which the learner experiences the joy of success must be provided and appropriate reinforcement by the elders will increase the motivation of the learner. Teachers are role models for their students. Subject competency and motivation, teaching competency and scientific management of human relations are some teacher factors that may contribute to student motivation. Teachers have to be well equipped to address the student needs. Teachers and parents should try to know the children and build on their strength. The content selected must help them build competency, creative and critical thinking. To keep interest in the school activities variety must be brought to school education. Activities that are novel, timely and relevant to real life must be incorporated in the classroom teaching. Experiential learning in which a student cognitively, affectively and behaviorally process knowledge, skills and attitudes such that knowledge is created through the transformation of experience- should be recommended and followed in classrooms. The routine method of chalk and talk has now changed, but more attractive and effective methods incorporating technology must be followed by teachers to make the learners motivated in learning and to sustain their motivation. A whole hearted co-operative endeavor between students, teachers and parents is needed to make our education system more purposeful, effective and contributing to nation development.

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