

A Study of Achievement Motivation of Secondary School Students

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Abstract

In this paper research put focus on achievement motivation of the secondary school students. Researcher administrated standardized research tool on secondary school students of Ahmedabad. Researcher has selected a sample of 300 students by stratified random sampling techniques. Researcher computed t-test and drawn findings.

Key Word : Achievement Motivation, CBSE board, GSEB board, Gender

Introduction

India is a fast developing economy having greater responsibility in educating, developing and managing its own human resources for both domestic and global employment. No Nation can progress, no human group can advance and no individual can prosper without proper education, as education is the backbone of the nation. Education along with economic, cultural growth and empowerment forms core of every social and human development doctrines. But unfortunately a majority of the youth passing out from our universities and colleges do not have the specific skill sets required by various sectors in the market. There is a mismatch between the skill manpower required and the skill manpower available and there is huge shortage of skill talent. Realizing the urgency of skilling our coming generation to fulfill the demand of our job market, the government of India has formulated the National Policy on Skill Development (2009) and set a target for providing skills to 500 million people by 2022. The objective is to create a workforce empowered with improved skills, vocational knowledge and internationally recognize qualifications to gain access to decent employment and ensure India's competitiveness in the dynamic Global market.

Secondary and Higher Secondary Education are important terminal stages in the system of general education. At this stage, the youth decide whether to pursue higher education or opt for

technical training or join the workforce. Motivation is an effective cognitive factor which operates in determining the direction of an individual's behavior towards an end or goal consciously apprehended. Achievement Motivation which is the acquired tendency and is one of the most important social needs has been defined by McClelland and his associates (1953) and also by Dechurms (1968) as a disposition to strive for success in competition with others with some standard of excellence set by the individual. McClelland called Achievement Motivation as a need for achievement referring to the individual motivation to overcome obstacles desire for success and the effort extended to seek out difficult tasks and do them well as quickly as possible. Achievement motivation is a fundamental requisite for learning. Atkinson (1966) found Achievement Motivation to have significant effect on educational and vocational choice. McClelland (1956), Clark, Teevan and Ricciuti (1956) and Atkinson (1957) studied the relationship between need achievement and level of aspiration. They found that persons high in need achievement set their level of aspiration in the intermediate range of difficulty. Patel (1971) found that highly motivated pupils fixed up moderate goals.

The purpose of the study on Achievement Motivation is to find out the motivation behind every achieved goal. So the investigator has taken up the study.

Objectives of the Study

The objectives of present study are as follows:-

1. To study the Achievement Motivation of students of secondary schools studying in standard IX in Ahmedabad city.
2. To study the Achievement Motivation of CBSE secondary school students of Ahmedabad city.
3. To study the Achievement Motivation of GSEB secondary school students of Ahmedabad city.
4. To study the Achievement Motivation of Boy students of secondary schools of Ahmedabad city.
5. To study the Achievement Motivation of Girl students of secondary schools of Ahmedabad city.

Hypotheses the Study

- Ho₁** There is no significant difference between mean score of Achievement Motivations of students of standard IX of GSEB and CBSE secondary schools of Ahmedabad city.
- Ho₂** There is no significant difference between mean score of Achievement Motivations of Boys and Girls of secondary schools of Ahmedabad city.

Population

All students of CBSE and GSEB English medium secondary school (STD IX) of Ahmedabad city are population for the study.

Sample of the Study

Two schools from each board list was selected randomly i.e. two schools of CBSE and two schools of GSEB. 75 number of students from each school were selected by Cluster sampling method. In this way 300 students were selected as sample for the present study.

Research Method

In the present study, the survey method was used for the purpose of acquiring response from English Medium secondary school students of Ahmedabad city to evaluate their Achievement motivation of the students.

Tools of the Study

To study the achievement motivation the 'Achievement Motivation Inventory Scale' prepared by Vipulkumar M. Joshi and Dr. R.D.Midiya is used. Achievement motivation, as the acquired tendency and one of the most important social needs, has been defined by McClelland and his associates (1953), and also by Decharms (1968) as a disposition to strive for success in competition with others or with some standard of excellence set by the individual. Motive to achieve requires an act or some norm of excellence, long term involvement and unique accomplishment. These are the criteria set by McClelland and his associates (1953). In fact this is one of the most important manifest and social needs and personality variable enlisted by Murray (1938).

Data Analysis and Interpretation

Once the research data have been collected and the analysis has been made, the researcher can process to the stage of interpreting the results. The process of interpretation is essentially one of stating what the results show. It calls for a careful, logical of the results

obtained after analysis, keeping in view the limitations, of the selected sample, the tools selected and used in the study.

Ho₁ There is no significant difference between the mean scores of CBSE and GSEB Secondary School Students

Comparison of Mean Scores of Achievement Motivation of CBSE and GSEB Secondary School Students

The Second objective was “to compare mean scores of Achievement Motivation of CBSE and GSEB Secondary School Students” There were two board CBSE and GSEB The data was analyzed with the help of t-test and the results are given below in Table – 1.

Table – 1
t-value of GSEB and CBSE board students

Board	N	Mean(M)	S.D.	SED	t-Value	Remarks
CBSE	150	149.77	18.01	2.17	1.5	t<0.05*
GSEB	150	146.47	19.62			

* Significant at 0.05 level

From table -1, it is found that the t -value 1.5, which is lesser than 1.96. It shows that the mean score of Achievement Motivation of CBSE and GSEB Secondary School Students does not differ significantly. Thus, the hypothesis “There is no significant difference between the mean scores of CBSE and GSEB Students” is not rejected. So we can say there is no effect of CBSE and GSEB board of Achievement Motivation of secondary school students.

Ho₂ There is no significant difference between mean score of Achievement Motivation of boy and girl students of secondary school.

Comparison of Mean Scores of Achievement Motivation of Male and Female Secondary School Students

The third objective was “to compare mean scores of Achievement Motivation of boys and girls Secondary School Students” There were two level boys and girls The data was analyzed with the help of t-test and the results are given below in Table – 2.

Table – 2
t-values of boys and girls

Board	N	Mean(M)	S.D	SED	t- Value	Remarks
Boys	150	147.86	18.80	2.18	0.11	t<0.05*
Girls	150	148.11	18.88			

* Significant at 0.05 level

From table -2, it is found that the t -value 0.11. Which is lesser than 1.96. It shows that the mean score of Achievement Motivation of boys and girls Secondary School Students does not differ significantly. Thus, the hypothesis “There is no significant difference between the mean scores of boys and girls Students” is not rejected so we can say there is no effect of Male and Female of Achievement Motivation of secondary school students.

Findings of the Study

Type of Board (CBSE and GSEB) do not affect the level of learners. It means students of CBSE and GSEB, do not differ significance in level of motivation.

Gender does not have any effect on the level. It means Boy and Girl students do not differ significantly in level of Achievement Motivation.

Educational Implications

The educational implications of this study are as under:

1. The open thinking will be useful in Achievement Motivation of students
2. The Achievement Motivation ability test will also be useful enrolling students in the schools.

3. This study will be helpful to the students in the development of reasoning and thinking power in various extra activities such as Geometry, Painting, writing and expression etc.
4. Achievement Motivation of the students encourage to towards developments of their personal life.
5. The Achievement Motivation will be help full to maintain decoration in government offices in punctuality and discipline.

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