

Academic Achievement Motivation among General and Science Stream Higher Secondary Schools Students in Relation to their Gender

Dr. SANJAYKUMAR K. PATEL

Teaching Assistant

Psychology Department,

KSKV Kuchchh University, Bhuj

Abstract

The present investigation in to find out the Academic Achievement Motivation among General and Science Stream Higher Secondary Schools Students in Relation to their Gender boys and girls. The sample consisted of 120 Higher Secondary School Students out of which 60 where boys and 60 where girls. For this purpose of investigation “Academic Achievement Motivation test” by T.R. Sharma was used. The obtained data were analyzed through ‘t’ test to know the mean difference between Higher Secondary Schools Students in Relation to their Gender. The result shows that There is no significant difference between Academic Achievement Motivation among General and Science Stream Higher Secondary Schools Students. There is no significant difference between Academic Achievement Motivation among Higher Secondary Schools boys and girls students.

Key Words: Academic Achievement Motivation , Boys, Girls, General, Science Stream area, Students.

Introduction:

Explaining the importance of academic research, **John Best** writes that,

“Education research is that is directed towards development of a science of behaviour. The ultimate aim of a such science is to provide knowledge that will permit the education to achieve his goal by the most effective methods.”

According to Petrich and Zuchon (2002), Academic achievement Motivation refers to internal processes that instigate and sustain activities aimed at achieving specific academic goals. Self-determination theorists posit that academic achievement motivation is multidimensional in nature and is comprised of three global types of motivation: A – intrinsic motivation, B – extrinsic motivation, C – amotivation (Deci and Ryan, 2002)

Motivation is concerned with why individuals behave as they do. for as long as individuals have lived together, the importance of motivation has been profoundly appreciated by the individual operating as an individual or as a part of a larger social organization. The behavioural interaction that usually takes place among people in a society makes it important for the individual to constantly assess the motives of other as well as his own such an assessment begins early in life and continues until death.

Why does one child work hard in school, while another does not? Why does a student choose to attend one university rather than another, or select a given vocational goal? These are the questions that are answered only by analysing the motives of the individuals concerned. It has been just as important for individuals, operating as members of a larger social group to recognize the important of motivation.

According to McClelland people who are risk takers, people who are associated with economical field, work because of achievement motivation. This type of people work to get achievement and success not for money or profit. Achievement motivation plays an important role in the human development. Those who have professional achievement in sports, education, science, art, business have high level of achievement motivation. e.g. Dhirubhai Ambani and Dr. A. P. J. Abdul kalam who belonged to an average family had great achievement in their fields due to achievement motivation.

Following characteristics in the person having achievement motivation :

- Selection of difficult task rather than simple ones.
- Attention towards the completion of the task without any expectation about reward.
- Accepting individual responsibility and proceeding towards the goal.

Generally a moody person having achievement motivation can attain great success by continuously trying difficult tasks. Research on achievement motivation specify that achievement enhanced motivation can be done by training. In a psychological test measuring achievement several picture are shown and on the basis of pictures shown and the situation shown in the picture one has to make a story. By interpreting this story we can measure achievement motivation.

In short achievement motivation motivates the individual to get the best and by keeping in mind qualitative ideals can lead to the highest level of success.

Review of Literature:

Thomas G. Zenzen (2002) The purpose of the this study is to determine the level of correlation between Achievement Motivation, as measured by Atkinson's risk Taking Modal of Achievement and student performance as measured by project completion for Industrial technology students at Kellogg Middle school, Rochester, Minnesota. A Person Correlation and ANNOVA was calculated. Studies reveal that no relationship between Achievement Motivation, as measured by Atkinson's Risk Taking Model of Achievement and student performance as measured by project completion for Industrial technology students at Kellogg Middle school, Rochester, Minnesota.

Yadav Seema (2012) submitted a theses entitled "An Investigation into the study Habits of Secondary level studies in relation to their Parental Occupation Stress and Academic Achievement Motivation." The present study is to find out the study Habits of the Male students and the Female students in relation to their Academic Achievement Motivation. The sample of the present study was comprised of 500 students of class 10th of secondary level school selected from General stream and Science Stream areas of Lucknow District which were affiliated to board of secondary education, Uttar Pradesh. For this purpose of investigation "Academic Achievement Motivation Test" by T. R. Sharma was used. Data related to the present study was analysed with the help of mean, S.D. and t – test. The result of research showed that the science students and arts students both high on academic achievement motivation are significantly superior in their study habits in comparison to students belonging to students low on Academic Achievement Motivation. The male students and female students both with high on academic achievement motivation are significantly superior in their study habits in comparison to students belonging to students low on Academic Achievement Motivation.

Desai, Trusha (2013) conducted a research on "A study of personality level of aspiration and Academic Achievement of college Students." This study investigated the relationship between personality and academic achievement. Data were collected from various college of Ahmedabad city was taken. The sample of 400 college students from various college of Ahmedabad city was taken. To test the effect of Gender from this sample 200 female students and 200 male students were tested. To test the effect of stream of the study 100 female students and 100 male students from the arts faculty and 100 female students and 100 male students from the science faculty were selected. tested by using Analysis of variance(ANOVA) technique. Result of the study revealed that there were Significant difference is found in interaction of students' Gender, their Stream and Status of study in relation to Academic Achievement Motivation. Significant difference is found in interaction of students' Gender, their Stream and Status of study in relation to their personality. Significant difference is found in interaction of students' Gender, their Stream and Status of study in relation to Level of Aspiration.

Merajul Hasan, Ruma Sarkar (2018) conducted a research on "Achievement Motivation and Academic Achievement of the Secondary level students in Uttar Dinajpur District." Specific objectives of this study were- Achievement Motivation of secondary level students and their Academic Achievement in terms of their gender and locality. The sample were collected from four secondary school which were chosen randomly, 2 General stream and 2 Science Stream secondary school. The study, is consisted of 200 students from the 4 school. The research tool for Achievement Motivation Scale by Deo and Mohan (2011) was used. The investigators analysed the collected data with Person's correlation method to explore the correlation. The study found the no significant

relationship between Achievement Motivation and Academic Achievement of the students of Utter Dinajpur District. A positive correlation between Achievement Motivation and Academic Achievement was found among the girls, General stream and Science Stream students and a negative but negligible correlation was found among the boy students.

Objective of the study:

1. To study difference between Academic Achievement Motivation among General and Science Stream Higher Secondary Schools Students.
2. To study difference between Academic Achievement Motivation among Higher Secondary Schools boys and girls students.

Hypothesis:

Ho₁: There is no significant difference between Academic Achievement Motivation among General and Science Stream Higher Secondary Schools Students.

Ho₂: There is no significant difference between Academic Achievement Motivation among Higher Secondary Schools boys and girls students.

Method:

Sample:

The present study carried out on the initial sample for the present study consisted of 120 students studying in different higher secondary school students of General and Science Stream of Kutch District. Elements of the study are out of which 60 were boys and 60 were girls higher secondary school students.

Tools:

In the present investigation measure the Academic Achievement Motivation “Academic Achievement Motivation Questionnaire” by T. R. Sharma was used. The Gujarati conversion test has been used by the researcher. Reliability of the Gujarati converted test was found by test-retest method and it was found to be 0.83. Expert’s opinions were obtained to establish the validity of the Gujarati concerted test. Three types of validity – content, criterion and construct, were established. The items of the test were selected on the basis of pooled judgement of nearly 40 judges (expert) in the field of testing.

Procedure:

The boys and girls who were studying in different type of higher secondary school students of General and Science Stream in Kutch District. Were randomly selected & Academic Achievement Motivation Test is constructed and standardized by investigator and supervisor (T. R. Sharma). Was give & data was collected. The obtain data form 120 boys and girls were analyzed with the help of mean, SD and ‘t’ test.

Results & Discussion:

The main objective of present study was to do study of Academic Achievement Motivation among General and Science Stream Higher Secondary Schools Students in Relation to their Gender boys and girls. In it statistical method was used. Results discussions of present study are as under:

Table no: 1

Showing the Mean, SD, and 't' value of Academic Achievement Motivation in General and Science Stream Higher Secondary Schools students.

No	Variables	N	Mean	SD	t – Value	Sign. Level
1	General	60	28.6	3.73	0.68	N. S.
2	Science	60	29.05	3.59		

NS = Non – significance at 0.05 level

The above result table No.1 we can see that 't' test was used to know the representing type of area higher secondary school students (60 General stream and 60 Science Stream area Students). In General Stream we had taken 60 students as samples and mean of this sample General 28.6 and SD was 3.73, in Science Stream same ratio of sample was taken means was 29.05 and SD was 3.59 and 't' value was 0.68, it was no significance at 0.05 level. Thus the null hypothesis, I which states "There is no significant difference between Academic Achievement Motivation among General stream and Science Stream Area Higher Secondary Schools Students." was Accepted. It can be said that there is no significant difference in General stream and Science Stream Higher secondary school students.

Table no: 2

Showing the Mean, SD, and 't' value of Academic Achievement Motivation in Higher Secondary Schools Boys and Girls students.

No	Variables	N	Mean	SD	t – Value	Sign. Level
1	Boys	60	28.25	3.65	1.74	N.S
2	Girls	60	29.4	3.59		

NS = Non – significance at 0.05 level

The above result table No.1 we can see that 't' test was used to know the representing type of Gender higher secondary school students (60 boys and 60 Girls Students). In 60 boys students as samples and mean of this sample 28.25 and SD was 3.65, in Girls students means was 29.4 and SD was 3.59 and 't' value was 1.74, it was no significance at 0.05 level. Thus the null hypothesis, I which states "There is no significant difference between Academic Achievement Motivation among Higher Secondary Schools boys and girls students." was Accepted. Thus it is concluded no significant difference in boys and girls Higher secondary school students.

Conclusion:

1. There is no significant difference between Academic Achievement Motivation among General stream and Science Stream Area Higher Secondary Schools Students.
2. There is no significant difference between Academic Achievement Motivation among Higher Secondary Schools boys and girls students.

Reference:

Desai, Trusha (2013). conducted a research on A study of personality level of aspiration and Academic Achievement of college Students. Ph.D. Theses, Sardar Patel University, Gujarat.

- Merajul, Hasan & Sarkar, Ruma (2018). Achievement Motivation and Academic Achievement of the Secondary Level Students in Uttar Dinajpur District, Vol. 3, Issue 10, ISSN:2455-3085, Raiganj.
- Sharma, T. R. (2002). Sharma Academic Achievement Motivation test, Agra: National Psychological Corporation, Agra.
- Thomas, G. Zenzen (2002). Achievement Motivation, University of Wisconsin- Stout, Menomonie.
- Yadav Seema (2012). An Investigation Into The Study Habits of Secondary Level Studies In Relation To their Parental Occupation Stress and Academic Achievement Motivation, Ph.D. Theses, Dr. Rammanohar Lohia Avadh University, Faizabad.