



# A Study of Achievement Motivation of Secondary School Students

DR. SUNANDABEN S. CHRISTI

Associate Professor,

Smt. M. N. K. Dalal Education College for Women

## 1. Introduction

In the realm of secondary education, the pursuit of academic success is a multifaceted journey that involves not only cognitive abilities but also psychological factors, among which achievement motivation stands as a crucial determinant. The intrinsic drive to excel academically, known as achievement motivation, plays a pivotal role in shaping students' attitudes, behaviors, and overall academic performance. Recognizing its significance in the educational landscape, this study endeavors to explore and understand the achievement motivation of secondary school students, unraveling the intricate factors that influence their pursuit of excellence.

Secondary school marks a critical juncture in a student's academic trajectory, characterized by increasing academic demands, diverse social interactions, and the development of a more nuanced self-identity. Achievement motivation, the inner impetus to succeed and surpass goals, becomes a key component in determining how students navigate the challenges and opportunities presented during this phase of their educational journey.

This research aims to investigate the various dimensions of achievement motivation, taking into account both intrinsic and extrinsic factors that may contribute to or hinder students' motivation levels. Factors such as self-efficacy, goal orientation, parental expectations, and the influence of teachers and peers will be examined to provide a comprehensive understanding of the motivational dynamics at play.

Moreover, the study recognizes the potential impact of societal and cultural influences on the achievement motivation of secondary school students. Cultural expectations, socioeconomic factors, and the prevailing educational ethos all contribute to shaping the motivational landscape, influencing students' perceptions of success and the strategies they employ to achieve their academic goals.

By delving into the intricacies of achievement motivation among secondary school students, this research seeks not only to identify patterns and trends but also to provide insights that can inform educational interventions and support systems. Understanding the factors that enhance or impede achievement motivation is instrumental in fostering an educational environment that nurtures students' intrinsic drive to learn, grow, and succeed.

In navigating the complexities of secondary education, this study aims to contribute to the broader discourse on student motivation, offering valuable insights for educators, policymakers, and stakeholders invested in enhancing the academic experience of secondary school students. Ultimately, by unraveling the factors influencing achievement motivation, this research strives to contribute to the development of targeted strategies that empower students to reach their full academic potential.

## 2. Statement of the problem

For present study, Researcher decided to study Achievement Motivation of Secondary School Students in context Gender and Area. Thus, title was as followed:

## A Study of Achievement Motivation of Secondary School Students

### 3. Objectives

In order to determine a direction for an attempt and achieve good result, it is essential to clarify the objectives of the study. The selection of appropriate and clear objectives leads to appropriate outcome. The following objectives were determined for present study.

- 1.To study Achievement Motivation of Secondary School Students.
- 2.To determine the level of Achievement Motivation in the Secondary School Students.
- 3.To determine the level of Achievement Motivation in the Secondary School Students context to Gender and Area.

### 4. Hypotheses

The following null hypotheses were formulated according to the study objectives:

- Ho1:** There will be no significant difference between the mean score of Achievement Motivation obtained by boys and girls.
- Ho2:** There will be no significant difference between the mean score of Achievement Motivation obtained by students of rural area and urban area.

### 5.Variables

Following are the variables for the present study:

#### 5.1 Independent Variable

In present research the gender and area are independent variables.

#### 5.2 Dependent Variable

In the present study, the Achievement Motivation of Secondary school students is considered as the Dependent Variable.

### 6.Definition of the key-words

#### 6.1 Achievement Motivation

##### 6.1.1 Theoretical Definition

Achievement motivation refers to the psychological drive or inclination that compels individuals to set and pursue challenging goals, demonstrating a persistent effort to excel in various endeavors. Grounded in the works of Atkinson (1957) and subsequent research, achievement motivation encompasses the desire for accomplishment, the pursuit of success, and the willingness to confront and overcome obstacles in the quest for personal and academic achievements.

##### 6.1.2 Operational Definition

In present study, scores obtain by the students on self-constructed Achievement Motivation Scale was considered as Achievement Motivation of the Secondary school student.

### 7. Limitation of the study

The study was conducted considering the following limitations:

1. The limitation of sampling technique remains as a limitation of the study.
2. The findings were derived from the response of the respondents so that remains a limitation of the study.
3. This study was delimited to the students of Standard-9<sup>th</sup> of Secondary Schools of Ahmedabad only.

### 8. Importance of the study

Research is a continuous process which is connected to a certain direction and therefore it is obvious for a researcher to keep in mind the importance of the study.

- This study provided a Self-constructed tool for Achievement Motivation for Secondary School Students.

- Teacher and Parents and other stack holders was able to get appropriate guidance to know Achievement Motivation of the Secondary School students.

## 9. Research Area

Research in Education has so many research areas. In present study, researcher wants to study and assess the Achievement Motivation of the Secondary school student. So, Research Area for present study is **Educational Psychology**.

## 10. Population

All the students studying in Standard 9<sup>th</sup> in Ahmedabad was the Population of present study.

## 11. Sampling

Sampling Frame of all secondary School of Ahmedabad was prepared. If School has more than one class of Std-9<sup>th</sup> than one class was selected by lottery method and All students studying in selected class were selected in sample by cluster method. Hence the sample size was 247. Thus, the selection of schools was by Stratified Randomization Technique and selection of students was selected by Lottery and Cluster Method. Hence, we can say that researcher had used Multistage Sampling Technique.

## 12. Research Method

Quantitative research in nature and Descriptive Survey method was used in present study.

## 13. Tool for Data Collection

Main Objective of present study was to study the Achievement Motivation of secondary school students of Ahmedabad. Thus, Tool plays an important role in this study. In present study, Achievement Motivation Scale was self-constructed for the present study.

## 14. Data Collection

Objective of present study was to study the Achievement Motivation of primary School students in context of certain variables. For which self- constructed Achievement Motivation Scale was administrated. For Data Collection, Prior permission of Principals of selected schools was asked. After establishing rapport with students of Standard-9<sup>th</sup>, students were explained by researcher about the objective and importance of study and then tool was administrated. Thus, in one period of 35 minutes, Data was collected.

## 15. Data Analysis

Data Analysis is very important part of any Quantitative Research. In present study, Data Analysis was done as per following:

- Obtain data was entered into Excel Programme of the M.S. Office. Data was classified as per objectives and Hypotheses with the help of Filter.
- To determine the level  $Q_1$  and  $Q_3$  were calculated. To test the null-hypotheses, “t”-test was applied.

## 16. Testing of Hypothesis

### 16.1 Effect of Gender on Achievement Motivation

Present study's one of the Objectives was to check Effect of Gender on Achievement Motivation for which following null hypothesis was formulated:

**H<sub>01</sub> There is no significant difference between the mean score of Achievement Motivation obtained by boys and girls.**

**Table 1: Mean, Standard Deviation, SE<sub>D</sub> and t-value of Achievement Motivation score of Secondary School Boys and Girls**

Group	N	M	SD	SE <sub>D</sub>	t-value	Remarks
Boys	127	99.63	36.17	4.52	3.94	0.01
Girls	120	81.83	34.89			

According to Table No.4.7, Calculated Value of t-value is 3.94. For  $df=245$ , tabulated Value of t-value at 0.05 and 0.01 level is respectively 1.96 and 2.58. Here, Calculated Value of t-value is more than tabulated Value of t-value at 0.01 Level. Therefore, **Ho<sub>1</sub> “There is no significant difference between the mean score of Achievement Motivation obtained by boys and girls.”** is rejected that means Boys are superior to Girls in context of Achievement Motivation.

### 16.2 Effect of Area on Achievement Motivation

One of the Objectives of Present study was to check Effect of Area on Achievement Motivation for which following null hypothesis was formulated:

**Ho<sub>2</sub> There is no significant difference between the mean score of Achievement Motivation obtained by students of rural area and urban area.**

**Table 2: Mean, Standard Deviation, SE<sub>D</sub> and t-value of Achievement Motivation score of Secondary School students of rural and urban area**

Group	N	M	SD	SE <sub>D</sub>	t-value	Remarks
Urban	129	98.77	36.98	4.54	3.59	0.01
Rural	118	82.47	34.33			

According to Table No.2, Calculated Value of t-value is 3.59. For  $df=245$ , tabulated Value of t-value at 0.05 and 0.01 level is respectively 1.96 and 2.58. Here, Calculated Value of t-value is more than tabulated Value of t-value at 0.01 Level. Therefore, **Ho<sub>2</sub> “There is no significant difference between the mean score of Achievement Motivation obtained by students of rural area and urban area.”** is rejected that means students of urban area are found superior than rural area in matter of Achievement Motivation.

## 17. Major Finding

- Boys are superior to Girls in context of Achievement Motivation.
- Students of urban area are found superior than rural area in matter of Achievement Motivation.

## 18. Educational Implication and Suggestion

### 1. Tailored Interventions for Low Achievement Motivation Levels

The study underscores the prevalence of students with low achievement motivation, constituting a quarter of the total sample. Educational interventions should be designed to specifically address the needs of this group, focusing on strategies to enhance motivation, goal-setting, and self-efficacy.

### 2. Gender-Sensitive Approaches to Motivation Enhancement:

Recognizing the differences between boys and girls in achievement motivation levels, educators should adopt gender-sensitive pedagogical approaches. Tailoring motivational strategies to the specific needs and preferences of each gender can contribute to a more inclusive and effective learning environment.

### 3. Addressing Urban-Rural Disparities:

The study highlights disparities in achievement motivation between students from urban and rural areas. Educational policymakers should consider implementing targeted programs in rural schools to address motivational challenges, ensuring equitable access to resources and opportunities for all students regardless of their geographical location.

## 19. Suggestions for Future Research

1. Unveiling the Dynamics of Achievement Motivation: A Comprehensive Longitudinal Study
2. Bridging the Gender Gap: Strategies for Enhancing Achievement Motivation in Secondary Education
3. From Urban to Rural: Exploring Regional Disparities in Achievement Motivation
4. Caste and Classroom: Understanding the Impact of Social Identity on Achievement Motivation
5. Breaking Stereotypes: Investigating Motivational Patterns Amongst Students in Joint and Nuclear Families
6. Beyond Numbers: Unpacking the Socioeconomic Factors Influencing Achievement Motivation

7. Empowering Reserved Categories: Equity Measures for Enhancing Achievement Motivation
8. Inclusive Pedagogies: Tailoring Educational Approaches to Individual Achievement Motivation
9. Parental Involvement and Motivation: A Crucial Link in Student Success
10. Motivational Resilience: Strategies for Overcoming Low Achievement Motivation in Secondary School Students.

## 20. Conclusion

Thus, the researcher has study achievement motivation on secondary school student of standard 9<sup>th</sup> of Ahmedabad city. The researcher has studied achievement motivation in context to gender and area. In present research the researcher has tried her level best.

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