

A Study of Achievement Motivation of IX Class Students

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Abstract

Over the years, behavioral scientist has noticed that some people have an intense desire to achieve something, while others may not seem that concerned about their achievements. This phenomenon has attracted a lot of have observed that people with a high level of achievement motivation exhibit certain characteristics. Achievement motivation is the tendency to endeavor for success and to choose goal oriented success or failure activities. In the present investigation the findings are locality, gender and residence have significant influence on the achievement motivation of IX class students.

Keywords: Achievement motivation; Locality; Gender and residence.

Introduction

Achievement motivation forms to be the basic for a good life. People who are oriented towards achievement, in general, enjoy life and feel in control. Being motivated keeps people dynamic and given them self-respect. They set moderately difficult but easily achievable targets, which help them, achieve their objectives. They do not set up extremely difficult or extremely easy targets. By doing this they ensure that they only undertake tasks that can be achieved by them. Achievement motivated people prefer to work on a problem rather than leaving the outcome to chance. It is also seen that achievement motivated people seem to be more concerned with their personal achievement rather than the rewards of success.

1. The first step refers to the process

through which achievement motivation thinking is taught to the person

2. The second step helps participants understand their own individuality and goals
3. The third assist participants in practicing achievement related action in cases, role-plays and real life.
4. A fourth refers to practicing of achievement -related action in business and other games.
5. A fifth input encourages participants to relate the achievement behavior, self-image and goals
6. The sixth program facilitates participants to develop a personal plan of action.

Meaning

According to Munn (1953) - "The child must begin to perceive performance in terms of standards of excellence and to experience pleasant or unpleasant feelings about meeting or failing to meet these standards".

One area, which correlates which achievements, is your birth order. The other areas that will be addressed in this is your desire for control and if you are intrinsically motivated.

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Orison Swett Marden: Says a constant struggle, a ceaseless battle to bring success from inhospitable surroundings, is the price of all great achievement.

John Maxwell: Says a difficult time can be more readily endured if we retain the conviction that our existence hold a purpose a cause to pursue, a person to love, a goal to achieve.

Edward William Bok: Says a young person, to achieve, must first get out of his mind any notion either of the ease or rapidity of success. Nothing ever just happens in this world.

Developing Effective Achievement Motivation

Achievement motivation can be found by the influence of family, peer group, neighbors, teachers, environment etc., the students are well motivated they can be developed achievement and academic performance. They may form role model and try to follow them the role model may be from the family relations, teachers etc.

The low socio-economic status of a large number of rural families is a characteristic of prime importance particularly in view of the relationship boys & girls the economic status and students achievement motivation for rural as well as urban children. The educational and occupational aspirations of rural students appear to be negatively effected by their low status.

There are a number of factors which influence the study of the student of this achievement plays an important part. Achievement motivation produces suitable influence on the student's education and mental development many students in India and abroad have been conducted to study the relationship boys & girl's achievement motivation and academic performance and home back ground of the student. The problems plays in matrix of both as such it is necessary to investigate the relationship between achievement motivation performances.

Factors Influencing the Achievement Motivation

Every year there is repeated number of failures at every stage of educational readers, educational administrations, politicians and great people are thinking seriously about reducing the number of failures. These repeated failures are causing some what harm to the educational system the reasons for the repeated number of failure are due to the lack of the following areas:

1. Academic Motivation
2. Needs for Achievement
3. Academic Challenge
4. Achievement Anxiety
5. Important of Grades
6. Meaning fullness of task
7. Relevance of School
8. Attitude towards education
9. Work methods
10. Attitude towards teachers
11. Interpersonal relations
12. General Interests
13. Dramatics
14. Sports

Already they developed some areas during their educational period. The said above areas are the motivation factors to get successful academic performance.

Review of Literature

Mahesh Kumar (2009) found that pupils have nearly 75% achievement motivation in respect to important grades in highest and lowest be achievement anxiety. Low significant different is found between boys and girls Rural and Urban pupils. Discipline at home influenced significantly.

Raja Sekar (2010) studied that the distribution of Achievement Motivation is found to be more than 0.498 which is platy kurtic. The pupils belongs low scores category

has 15% found have poor Achievement Motivation. This may be due to their negligence over their studies lack of support (or) encourage from their family members (or) school. The pupils belongs to high score category 38% have found to be excellent in Achievement Motivation may be due to utilization of their potentials and encouragement, support from their families and Educational Institutions. The pupils belongs with moderate score category 75% found to have average in Achievement Motivation.

Lakshmi Kumari (2011) found that Locality has significant influence on the achievement motivation of the SSC students. Gender has significant influence on the achievement motivation of the SSC students. Residence has significant influence on the achievement motivation of the SSC students. Management has significant influence on the achievement motivation of the SSC students. Age has significant influence on the achievement motivation of the SSC students. Annual income has significant influence on the achievement motivation of the SSC students.

Srilatha, M. (2012) studied that Locality, Gender, Residence, Management, Annual income, Father Education and Academic achievement have significant influence on the achievement motivation of the X class students.

Scope of the Study

The main intention of the study is to find the relation of achievement motivation of IX class students with locality, gender and residence.

Objective of the Study

To study the influence of locality, gender and residence on the achievement motivation of IX class students.

Tools for the Study

1. The achievement motivation

questionnaire developed by Deo - Mohan was adopted for the purpose of the present study. They were asked to read each statement of express the way they generally think and feel and tick () or (X) in each that it is true for them. Doubts were clarified and sufficient time was given to mark the tick to the alternatives. Scores will be given in the following criteria and are used to score the test according to the manual. Each correct answer will get a score of "1 - 3". Higher the scores, higher the achievement motivation and lower the scores lower the motivation. The score range from 1 - 135 these scores are categorized as Low, Medium and High.

2. Personal data regarding the student - 1. Name, 2. Locality, 3. Gender, 4. Residence.

Data Collection

The sample for the investigation consisted of 300 IX class students in Chittoor district. The stratified random sampling was applied in three stages. The first stage is management i.e. Government, Private and aided the second stage is locality i.e. rural and urban and third stage is gender i.e. male and female. It is a 3X2X2 factorial design with 300 sample subjects. The investigator personally visited schools with the permission of the head masters of the schools. The students who attended to the school on the day of collection of data are considered for the purpose of the investigation. The students were given necessary instructions about the instruments and motivated to respond genuinely to all the items. The achievement motivation questionnaire and personal data sheet were administered. The data on each variable in the investigation is properly coded to suit for computer analysis. The analysis was carried out on the basis of objectives of the investigation and hypotheses formulated by employing appropriate statistical techniques. The inferential statistical techniques such as 't' test (critical ratio) and 'F' test were employed

to test different hypotheses.

Results and Discussion

1. Locality

The relationship of achievement motivation of IX class students with their locality is studied in the present investigation. On the basis of locality, the IX class students are divided into two groups. The rural students form with the Group - I and Group - II forms with the urban students. The achievement motivation of IX class students of the two groups were analyzed accordingly. The achievement motivation of IX class students for the two groups were tested for significance by employing 't' - test. The following hypothesis is framed.

Hypothesis 1

There would be no significant impact of 'locality' on the achievement motivation of IX class students.

The above hypothesis is tested by employing 't' - test. The results are presented in Table 1.

It is found from the Table 1 that the computed value of 't' (2.462) is greater than the critical value of 't' (1.97) for 1 and 298 df at 0.05 level of significance. Hence the Hypothesis

Table 1: Influence of Locality on the Achievement Motivation of IX Class Students

S. No.	Locality	N	Mean	S.D.	't' - Test
1.	Rural	150	105.22	11.46	2.462*
2.	Urban	150	101.87	12.12	

*Indicates significant at 0.05 level

Table 2: Influence of Gender on the Achievement Motivation of IX Class Students

S. No.	Gender	N	Mean	S.D.	't' - Test
1.	Boys	150	100.79	12.25	4.109**
2.	Girls	150	106.29	10.90	

**Indicates significant at 0.01 level

- 1 is rejected at 0.05 levels. Therefore it is concluded that the locality has significant influence on the achievement motivation of IX class students.

2. Gender

The relationship of achievement motivation of IX class students with their gender is studied in the present investigation. On the basis of gender, the IX class students divided into two groups. The boys' students form with the Group - I and Group - II forms with the girls students. The achievement motivation of IX class students of the two groups were analyzed accordingly. The achievement motivation of IX class students for the two groups were tested for significance by employing 't' - test. The following hypothesis is framed.

Hypothesis 2

There would be no significant impact of 'gender' on the achievement motivation of IX class students.

The above hypothesis is tested by employing 't' - test. The results are presented in Table 2.

It is found from the Table 2 that the computed value of 't' (4.109) is greater than the critical value of 't' (2.59) for 1 and 298 df at 0.01 level of significance. Hence the Hypothesis - 2 is rejected at 0.01 levels. Therefore it is concluded that the gender has significant influence on the achievement motivation of IX class students.

3. Residence

The relationship of achievement motivation of IX class students with their residence is studied in the present investigation. On the basis of residence, the IX class students divided into two groups. The hostlers form the Group - I and Group - II forms with day scholars. The achievement motivation of IX class students of the two groups were analyzed accordingly. The achievement motivation of

Table 3: Influence of Residence on the Achievement Motivation of IX Class Students

S.No.	Residence	N	Mean	S.D.	't' - Test
1.	Hostlers	157	105.39	11.72	2.848**
2.	Day scholars	143	101.52	11.80	

**Indicates significant at 0.01 level

IX class students for the two groups were tested for significance by employing 't' - test. The following hypothesis is framed.

Hypothesis 3

There would be no significant impact of 'residence' on the achievement motivation of IX class students.

The above hypothesis is tested by employing 't' - test. The results are presented in Table 3.

It is found from the Table - 7 that the computed value of 't' (2.848) is greater than the critical value of 't' (2.58) for 1 and 298 df at 0.01 level of significance. Hence the Hypothesis - 3 is rejected at 0.01 levels. Therefore it is concluded that the residence has significant influence on the achievement motivation of IX class students.

Findings

There is significant influence of locality at 0.05 level and gender and residence at 0.01 level on the achievement motivation of IX class students.

Conclusions

In the light of the findings, the following conclusions are drawn. Locality, gender and residence have significant influence on the achievement motivation of IX class students.

Educational Implications

The findings of the present research have raised some important questions related to the educational needs of the students with special

reference to their achievement motivation.

1. Locality is highly influence on the achievement motivation of the IX class students. Rural students have positive achievement motivation than the urban students. The administrators to provide facilities for urban students.
2. Gender is highly influence on the achievement motivation of the IX class students. Girls have positive achievement motivation than the boys. The administrators to provide facilities for boys.
3. Residence is highly influence on the achievement motivation of the IX class students. Hostellers have positive achievement motivation than the Day scholars. The administrators to provide physical facilities for day scholars.
4. In addition to above administrators should try to create betterment life among primary school teachers.
5. More attention should be paid to the subject to achievement motivation
6. Fear of Examination will create nervousness so it should be removed through achievement motivation
7. Doubtful points should arise while reading should be clarified by the teacher day by day
8. More attention should be paid on new vocabulary
9. Pupil's achievement motivation needs to develop thinking as to how to study in achievement motivation? How much concentration should be paid on subjects and other books what is the importance of study achievement motivation etc.,
10. The parents should take interest in the studies of their achievement motivation
11. Parents need to meet head master and teacher to enquire about their children to their study achievement motivation
12. As parents they need to avoid social and family distractions

13. Parents need to provide congenial environment for the study of their children they need to encourage their children to attend classes regularly and punctually
14. Parents should observe the study achievement motivation of their children. They should advise to maintain time table and develop good study habits achievement motivation for their future carrier through they are nearing adulthood.
15. Psychological comfortably care should be there by the teachers to the parents
16. Study room should be provided which is free from noise coming from radio, TV, guest's talks to get achievement motivation.
17. There is always go for Improve must with respect to concentration which is achievement motivation creates a good remembrance power.
18. Teachers need to suggest some interesting books periodicals etc., to encourage the pupils to star reading, all these improve the achievement motivation
19. Supervision of study of students to get achievement motivation
20. Care should be taken by the teacher to develop achievement motivation social and family distractions
21. Pupils need to improve their achievement motivation through their 14 areas habit

W.R.T. social family distraction.
Examination taking attitude, Hours of study and planning

22. Comparison and un neatly competitions should be avoided.
23. Group reading discussions of subjects is helpful factor for achievement motivation.

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