



ISSN 2278 – 0211 (Online)

A Study of the Differences in Achievement Motivation of the Different Level of Academic Achievers

Ananya Ghosh Roy

Assistant Professor, Amity University, Noida, India

Abstract:

Achievement Motivation is very important for the students. It is only through achievement motivation they can succeed in academic life and can be successful in future endeavors also. However the level of achievement motivation varies amongst the students. In this study, the differences in the achievement motivation of Over Achievers, Normal Achievers and Under Achievers have been found. The sample of the study consisted of 1000 elementary school students taken randomly from 40 elementary schools in Nagaland. The result shows that achievement motivation varies amongst the different academic achievers. This states that higher the academic achievement, the higher is the achievement motivation of the learners.

Keywords: Achievement motivation, academic achievement, academic achievers.

1. Introduction

Achievement motivation is the expectancy of finding satisfaction in mastery of difficult and challenging performances whereas in the field of education in particular it stands for the pursuit of excellence. In the words of Mc.David and Hasari, “A system of good direction in human activity that is closely related to competence, aggressiveness and dominance is described by psychologists as achievement motivation”. The persons having a greater degree of achievement motive are found to have a peculiar level of aspiration while the person having low degree of achievement motive will either not like to take any task in hand or will chose most simple and easy task or will choose most difficult task where there is no chance for success. Thereby he chooses such activities which minimize his anxiety about failure. In school there are children who get confused if the topic is little complicated, and some students they leave out the difficult problems in science and mathematics. While there are some students, who like solving difficult problems and learning complicated topics. They show greater persistence in a work at an achievement related task. These differences are due to the varying degree of achievement motivation in students.

Academic achievement has been said as the level of proficiency attained in academic work or as formally acquired knowledge in school subjects, which is often represented by marks obtained by students in examination. Besides being the criterion for the promotion into the class, academic achievement is an index of future success in life and determines the pattern of one’s living. The present study is conducted to find out if there are any differences in the achievement motivation of the different academic achievers.

1.1. Rationale of the Study

No nation whether big or small can afford to overlook the importance of academic achievement in this age of competition. Whoever survives this completion largely depends upon its academic achievement. The academic progress not only affects scientific and technological progress, but society in general. Thus, academic progress is one of the greatest assess of mankind. It is the most vital aspect in shaping the future of a man. Therefore, development and progress in various fields of national life depends to a large extend on academic achievement. And as such efforts should be made to promote good academic achievements in all children so that they may excel in their studies and can lead the nation ahead.

Hence, the investigator feels that setting the stage for the achievement of the youth is thus a fundamental obligation of the educational system at the school stage. There are many factors which influence academic achievement such as intelligence, personality, interest, achievement motivation etc. It has been noticed that some individuals through great effort achieved a higher level of performance that might be predicted from their level achievement motivation, some may achieve much less than they might have because of low achievement motivation level. Thus in the present study the investigator has found out the differences in the achievement motivation level of Over achievers, Normal achievers and Under achievers. This area of research has been left untouched in the system of education in Nagaland.

1.2. Objectives of the Study

1. To find out the differences in the achievement motivation of Over achievers and Normal achievers.
2. To find out the difference in the achievement motivation of Normal achievers and Under achievers.
3. To find out the difference in the achievement motivation of Over achievers and Under achievers.

1.3. Hypothesis of the Study

1. There is no difference in the achievement motivation of the Over achievers, Normal achievers and Under achievers.

1.4. Delimitations of the Study

1. The study is restricted to upper elementary level consisting of classes V to VIII.
2. A sample of 1000 students was randomly collected from four districts of Nagaland.

2. Methodology

The study has been designed on the semi-experimental and descriptive method of research.

2.1. Sample

From the government elementary schools of Nagaland, the investigator selected ten schools each from Dimapur, Kohima, Wokha and Peren districts. Total samples of 1000 students were randomly selected from the 40 schools. The investigator tried her best to select the schools both from the urban and rural areas.

2.2. Tools Used for Data Collection

The following tool has been used in the present study:

2.2.1. Achievement Motivation scale constructed by Dr. Pratibha Deo and Asha Mohan

Deo-Mohan Achievement Motivation scale was used to find out the achievement motivation of the students. The criteria for the level of achievement motivation was found using two stencil keys for scoring, one for the positive items and one for the negative items. A positive item carries the weights of 4, 3, 2, 1, 0 and negative item is to be scored 0, 1, 2, 3, and 4. Separate keys for positive and negative items are provided. The total score for each student is calculated by adding the positive and negative scores.

3. Analysis of Data and Result

The academic achievement scores of the total 1000 students were classified into Over achievers, Normal achievers and Under achievers on the basis on the Z score. The following table shows the classification of the Academic achievement scores of the 1000 students –

Sl. No.	Classification or level	No. of Students
1.	Over Achievers(OA)	377
2.	Normal Achievers(NA)	423
3.	Under Achievers(UA)	300

Table 1: Different level of Academic Achievers

The following table shows the achievement motivation scores of the different academic achievers-

Sl. No.	Different Academic achievers	Achievement Motivation Scores
1.	Over Achievers	26527
2.	Normal Achievers	34921
3.	Under Achievers	20644

Table 2: Total Achievement motivation scores of Different level of Academic Achievers

The following table shows the data for calculating the difference between the Achievement Motivation of Over achievers and Normal achievers-

Variables	Mean	SE _D	t-value
Over Achievers	96	2.06	6.31
Normal Achievers	83		

Table 3: Difference in the Achievement Motivation of OA and NA

Since, the tabulated 't' at 5% level of significance for the difference 144 is 1.98 and it is less than the calculated 't' which is 6.31. It shows that there is significant difference in the achievement motivation of Over Achievers and Normal Achievers.

The following table shows the data for calculating the difference between the Achievement Motivation of Normal achievers and Under achievers-

Variables	Mean	SE _p	t-value
Normal Achievers	83	2	7
Under Achievers	69		

Table 4: Difference in the Achievement Motivation of NA and UA

Since, the tabulated 't' at 5% level of significance for the difference 121 is 1.98 and it is less than the calculated 't' which is 7. It shows that there is significant difference in the achievement motivation of Normal Achievers and Under Achievers.

The following table shows the data for calculating the difference between the Achievement Motivation of Over achievers and Under achievers-

Variables	Mean	SE _p	t-value
Over Achievers	96	2.29	11.79
Under Achievers	69		

Table 5: Difference in the Achievement Motivation of OA and UA

Since, the tabulated 't' at 5% level of significance for the difference 20 is 1.96 and it is less than the calculated 't' which is 11.79. It shows that there is significant difference in the achievement motivation of Over Achievers and Under Achievers.

Therefore, the results of the t-test show that there are significant differences in the achievement motivation of Over Achievers, Normal Achievers and Under Achievers. Hence, the hypothesis which stated that there is no difference in the achievement motivation of the Over achievers, Normal achievers and Under achievers is rejected.

4. Conclusion

The study has been conducted in the extreme north eastern part of the country and hence the results may vary from other research done in other parts of the country. Therefore the results suggest that differences in achievement motivation make a difference in the academic achievement of the students. Therefore the school should make clear the importance of achievement motive in life and make the students convinced in advance that they should develop achievement motivation which would help to improve their academic achievement. Thus the school should provide a proper environment in the class and outside the class to develop achievement motivation in children as the better the achievement motivation, the better is the academic achievement of the students.

5. References

- i. Chauhan, S.S -Advanced Educational Psychology (2004), Vikash PublicationHouse Pvt. Ltd. P-222, 223, 224, 225
- ii. Kiremwati-Education and Nagas (1995), Omsons publications, New Delhi. P-31,32.
- iii. Kummar, B.B- Modernisation in Naga Society, Omsons Publications, New Delhi. P-57.
- iv. Mangal, S.K -Psychological Foundation of Education (1994) Prakash Brothers, Ludhiana. P-198,199,200
- v. Manual of Deo-Mohan Achievement Motivation Scale (1985)- National Psychological Corporation, Kacherighat, Agra.
- vi. Pillai, R.S.N. & Bagarathi.V.-Statistics- Theory and Practice(1999), S. Chand & Company Ltd, Ramnagar, New Delhi. P-370, 371,372.
- vii. Shukla, R.P. -Status of school education in Nagaland (2003), State Council of Research training, Kohima. P -6, 7, 8, 9, 10.