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# ACHIEVEMENT MOTIVATION AMONG SECONDARY SCHOOL STUDENTS

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## Abstract

The major purpose of this research was to survey the level of achievement motivation among secondary school students. The data were collected by means of Deo-Mohan Achievement Motivation (n-Ach) Scale on 200 sample subjects selected through purposive sampling technique. The collected data were subjected to t-test for large independent groups. The findings indicate there is a significant difference in the level of achievement motivation between the following subsample groups: rural and urban students, rural boys and urban boys, rural girls and urban girls, and rural girls and urban boys; there is no significant difference in the level of achievement motivation between rural boys and urban girls.

## Introduction

The phrase 'achievement motivation' refers to the motive or desire of individuals to achieve something unique and of excellence in different fields of endeavour (abbreviated as n-ach). It is not confined to academic achievement alone; rather, it may manifest in the personal, social or occupational field of one's life. This involves competition with a particular standard of excellence in performance and influences learning and personality development. Pupils with high n-ach are self-confident and set challenging but realistic goals demanding optimum efforts. Thus, the need and importance of n-ach arises from the benefits which flow from it.

Achievement motivation is highly valued in all human societies. An urge to improve is a psychological factor, which provides internal impetus to excellence. If education is to prepare children for a productive life in society, the educational system must accept responsibility for developing achievement motivation. A good number of research studies conducted in the area of achievement motivation reveal that rural and urban school students differ significantly in relation to their level of achievement motivation. But the research studies of Ahluwalia (1985), Singh (1986) and Sodhi (1989) indicated that rural and urban school students do not differ significantly in relation to their

achievement motivation. Thus, in the present study an attempt was made to study the impact of locale on achievement motivation of secondary school students.

## Objectives

To compare the level of achievement motivation of

1. rural and urban secondary school students;
2. male rural and urban students in secondary schools;
3. female rural and urban students in secondary schools;
4. male students in rural secondary schools and female students in urban secondary schools, and
5. female students in rural secondary schools and male students in urban secondary schools.

## HYPOTHESES

1. There will be no significant difference in the level of achievement motivation of secondary school rural and urban students.
2. There will be no significant difference in the level of achievement motivation of boys in rural secondary schools and boys in urban secondary schools.

3. There will be no significant difference in the level of achievement motivation of secondary school rural girls and urban girl students.
4. There will be no significant difference in the level of achievement motivation of boys in rural secondary schools and girls in urban secondary schools.
5. There will be no significant difference in the level of achievement motivation of girls in rural secondary schools and boys in urban secondary schools.

**Methodology**

Descriptive survey method was considered appropriate for gathering data about achievement motivations of secondary school students.

**SAMPLE**

A sample of 200 (100 rural & 100 urban) students of Class X was drawn by adopting purposive sampling technique from three government schools in Mandi district of Himachal Pradesh.

**TOOL**

The Deo-Mohan Achievement Motivation (n-Ach) Scale developed by Pratibha Deo (Pune) and Asha Mohan (Chandigarh) was used for the collection of data. It is meant for both boys and girls in the age group of 13 to 20 years. This scale consists of 50 items, out of which 13 are negative and 37 are positive. The test-re-test reliability coefficient of the test for boys is 0.67, for girls 0.78 and for both 0.69. The validity of this scale was established through concurrent method.

**Results**

The results are tabulated below:

TABLE 1  
COMPARISON OF MEAN ACHIEVEMENT MOTIVATION SCORES OF DIFFERENT GROUPS OF RURAL AND URBAN SECONDARY SCHOOL STUDENTS

Groups	N	M	S.D.	SE <sub>D</sub>	df	t-ratio	Level of Sig.
Rural	100	149.43	17.84	2.59	198	2.19	0.05
Urban	100	155.12	18.85				
Rural Boys	50	149.16	20.74	3.97	98	3.00	0.01
Urban Boys	50	161.08	18.94				
Rural Girls	50	153.92	13.51	2.81	98	3.18	0.01
Urban Girls	50	144.94	14.63				
Rural Boys	50	149.16	20.74	3.58	98	1.17	Not Significant
Urban Girls	50	144.94	14.63				
Rural Girls	50	153.92	13.51	3.29	98	2.17	0.05
Urban Boys	50	161.08	18.94				

It is evident from Table-1 and Diagram-A that there is a significant difference in the level of achievement motivation of secondary school rural and urban students, rural boys and urban boys, rural girls and urban girl students, and rural girls and urban boy students.

The urban sample as a whole has a higher level of n-ach than the rural sample group. Urban boys score higher than rural boys in n-ach. However, interestingly rural girls have a higher level of achievement motivation than urban girls. Further, the results indicate that there is no significant difference in the level of achievement motivation of rural boys and urban girls.

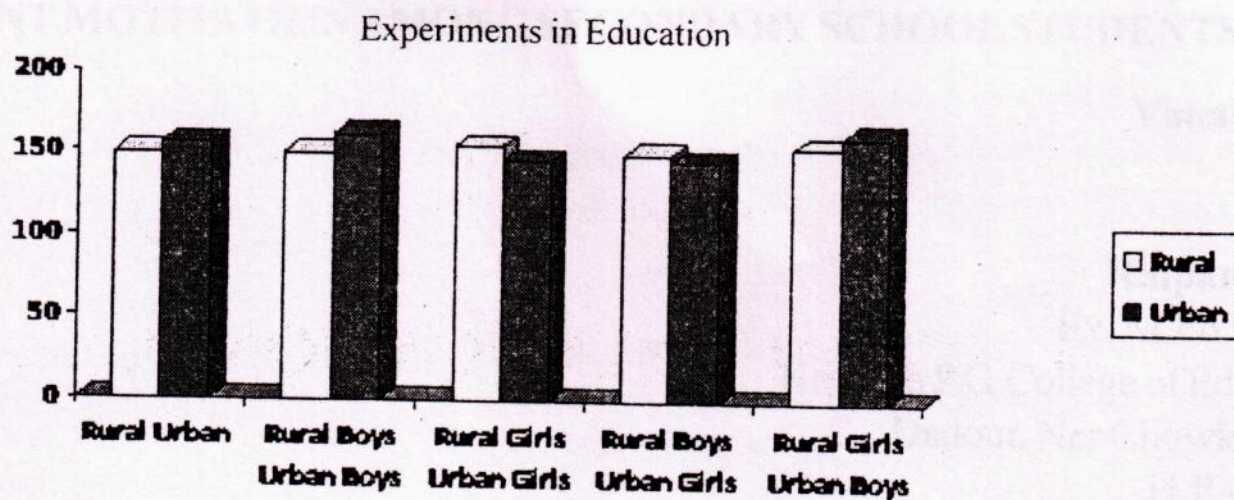


DIAGRAM A

MEAN ACHIEVEMENT MOTIVATION SCORES OF DIFFERENT GROUPS OF RURAL AND URBAN SECONDARY SCHOOL STUDENTS

### Educational Implications

The present study confirms that secondary school rural students lag behind their urban counterparts in their level of achievement motivation. Therefore, the following suggestions are made to upgrade the level of achievement motivation of rural secondary school students:

- (1) Proper motivation should be provided to the students so as to set realistic goals and attain them.
- (2) Proper environment in and outside the class should be provided to the child for developing achievement-directed behaviour.
- (3) The home, school and society should make their contributions in the development of achievement motivation among students irrespective of gender.

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