



atmosphere for their development. It is a widely researched topic in both the fields of psychology and education. Achievement motivation can best be understood by examining the meanings of “achievement” and “motivation” separately. Achievement typically stresses the importance of accomplishment and attainment with effort involved (Mandel & Marcus, 1988). Motivation relates to an individual's reason for engaging in an activity, the degree to which an individual pursues the activity, and the persistence of the individual (Graham & Weiner, 1996).

Achievement motive is a concept developed by the social psychologist McClelland to denote the strong urge felt by an individual or society for achievement in various aspects like education, culture, money, etc. that satisfies the need of self-esteem. The achievement motive is the deciding factor in attaining success in different fields. An achieving society is characterized by the history of a strong and persistent achievement motivation. According to Atkinson and Feather (1966), “Achievement motivation is conceived as a talent disposition which is manifested in overt striving only when the individual perceives performance as instrumental to a sense of personal accomplishment.” Individuals high in achievement motivation are at their best when they can maintain a high level of involvement in ensuring the excellence of activities under their coordination or control. However, they do relatively less well when required to manage excessive tasks or to function in highly stressful environments. As it is a learned motive, the role of school becomes imperative for its development. The socio-psychological & physical environment of the school has its direct influence on the students.

Some studies have been conducted previously to study the relationship between school environment and need-achievement like Chaturvedi (2009) found that there is significant relationship between school environment and need-achievement of children. Similarly Nagarathanamma and Rao (2007) designed a study to see the difference between adolescent boys and girls on achievement motivation. They found that there was no significant difference between boys and girls with regard to achievement motivation level. Kaushik & Rani (2005) and Singh, V, R (2014) also confirmed the findings that there was no significant gender difference on achievement motivation in students of four educational streams.

**Significance:**

It is hoped that this study will provide information for parents, educators and school administrators to reflect upon various factors that help students in developing higher achievement goals. In so doing, they can investigate the possibility of introducing those factors

in their school, which may consequently lead to enhancing students' need-achievement levels. In addition, the fact that this study is conducted on govt. and private schools, it shares quite a lot of similarities and dissimilarity between two. Further in the present competitive world every aspirant student is feeling the pressure of their secure future rather they should feel insecure in terms of career, choice of profession to live a healthy life. Hence studying achievement motivation at higher secondary level becomes important, because this stage is the base for different competitive examinations and basis for future life development.

### **Objectives:**

1. To identify the level of achievement motivation among higher secondary school students.
2. To find out the significant differences in achievement motivation among higher secondary school students across gender.
3. To find out the significant differences in achievement motivation among higher secondary school students across different academic streams.
4. To find out the significant differences in achievement motivation among higher secondary school students across the type of school.

### **Hypotheses:**

1. There is no significant difference in achievement motivation of higher secondary school students across gender.
2. There is no significant difference in achievement motivation of higher secondary school students having different academic streams.
3. There is no significant difference in achievement motivation of higher secondary school students across the type of school.

### **Methodology:**

The present study was carried out by employing the descriptive method of research. Generally, in a descriptive research the researcher is concerned with why observed distribution exists but more particularly with what the distribution is. The descriptive survey used a number of data collection methods to compensate for inadequacies of each individual method. It was selected because it was intended to gather information from section respondents and to gather data at a particular point in time, and use it to describe the nature of existing conditions (Cohen, Manion & Morrison, 2007).

**Sample:**

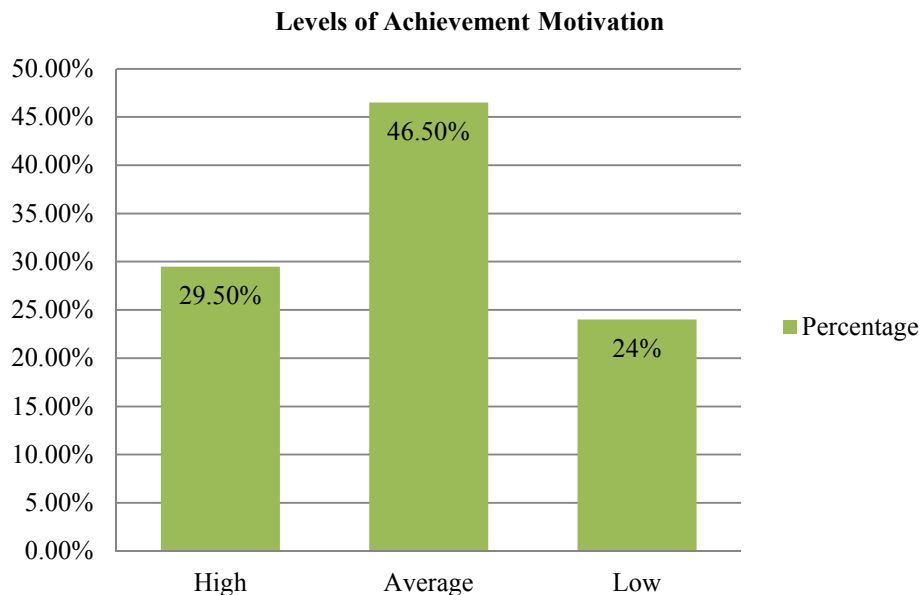
The participants for the present investigation were purposively drawn from different Govt. and private Higher Secondary Schools of Anantnag District of Jammu & Kashmir. Total sample of 200 students (100 boys & 100 girls) including 75 from Science, 75 from Arts and 50 from Commerce stream were selected for the study.

**Tools:**

Deo-Mohan achievement motivation scale was used to measure the need- achievement of adolescents. The scale has been constructed by Dr. (Mrs.) Pratibha Deo and Asha Mohan in 1985 and it has 50 items (37 positive & 13 negative).

**Procedure:**

Before the administration of the tools, the nature of the data and the purpose of research were discussed with the concerned Principals of the schools and the sample population. Then the tool was administered. After the administration of the tool to the selected samples the scoring was done strictly in accordance with the directions in the tools manual. The collected data was statistically analyzed through Mean, Std. D., t-test, ANOVA with the help of SPSS 21 Software.

**Analysis and interpretation:**

From the perusal of the above graphical representation of the data only 29.50% higher secondary school students are having high level of achievement motivation, 46.50% are having average level of achievement motivation and 24% of adolescents are having low level of achievement motivation. The large segment of the higher secondary school students is having average level of achievement motivation.

**Table 1: Showing the Mean score comparison on Achievement Motivation across gender:**

Groups	N	Mean	Std. D.	df	t- value	Sig.
Boys	100	121.89	16.91	198	-2.07	.039*
Girls	100	127.82	22.92			

\*Significant at 0.05

From the perusal of the above table 1, it is revealed that the t-value between boys and girls on achievement motivation) is -2.07 which is statistically significant with .039 significance value. It is inferred from the above table that adolescent boys and girls differ significantly in achievement motivation. The Mean and S.D. of boys is 121.89 & 16.91 respectively, while as Mean & S.D. of girls is 127.82 and 22.92 respectively. This indicates that the mean value of girls is higher than the boys, resulting into higher achievement motivation of girls than their counter parts. The reason to this difference may be, the attention being paid to the girl’s education, resulting into their higher achievement orientations. Therefore the null hypothesis saying that **“There is no significant difference in achievement motivation of higher secondary school**

	Sum of Squares	df	Mean Square	F	Sig.
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**students across gender”** is rejected. This is also supported by Shekhar, C. & Devi, R. 2012. Several researches like Nagarathanamma & Rao (2007) and Kaushik and Rani (2005) found no significant difference in levels of achievement between boys and girls.

**Table 2: ANOVA for the Mean score comparison in Achievement Motivation across different Academic Streams:**

<b>Between Groups</b>	2105.668	2	1052.834	3.128	.046*
<b>Within Groups</b>	66316.207	197	336.630		
<b>Total</b>	68421.875	199			

\*Significant at 0.05

In our problem the null hypothesis asserts that three sets of scores are in reality the score of three samples drawn from the same population, and that the means of the treatments of three groups 1, 2 and 3 do not differ significantly. To test this we divided the ‘between means’ variance by the ‘within treatments’ variance. The resulting variance ratio, called F, is to be compared with the F table values. The F value in our problem is 3.128 and the df are 2 for numerator ( $df_1$ ) and 197 for the denomination ( $df_2$ ). Entering the F table value we read from column 2 and row 197 that an F of 3.128 is greater than the table value of 0.05 level (3.04), which indicates that the difference between the 3 groups (Science, Arts and Commerce Students) in terms of need-achievement is significant at 0.05 level. To find this difference t test was applied as shown in following table 3:

**Table 3: Representing the differences in Achievement Motivation between different academic streams:**

<b>Academic Streams</b>	<b>N</b>	<b>Mean</b>	<b>Std. D</b>	<b>t</b>	<b>Sig.</b>
<b>Science</b>	75	126.72	14.20	2.44	.016*
<b>Arts</b>	75	119.54	21.13		
<b>Science</b>	75	126.72	14.20	.473	.637
<b>Commerce</b>	50	125.30	19.34		
<b>Arts</b>	75	119.54	21.13	-1.54	.126
<b>Commerce</b>	50	125.30	19.34		

\*Significant at 0.05

Above table 3 reveals that the Mean and SD of achievement motivation scores of Science students is 126.72 and 14.20 whereas the mean and SD of Arts students is 119.54 and 21.13

respectively. The t value '2.44' with the significance value of 0.16 indicates that Science and Arts stream higher secondary school students differ significantly on achievement motivation. Science stream students have significantly higher achievement motivation compared to Arts stream students. The mean score of achievement motivation of students belonging to the Science stream was higher as that of the Arts stream was. When the mean scores of Achievement Motivation of Science and Commerce stream students was compared, the mean and SD of science students was 126.72 and 14.20 whereas the mean and SD of Commerce students was 125.30 and 19.34 respectively. The 't' value was found to be '.473' with the significance value of .637 indicates that there is no significant difference between Science and Commerce students in achievement motivation.

The Mean and SD of Arts students was found to be 119.54 and 21.13 respectively, whereas the mean and SD of Commerce students was found to be 125.30 and 19.34 respectively. The 't' value, -1.54 with significance value of .126 indicates that Arts and Commerce stream higher secondary school students do not differ significantly in terms of achievement motivation. **Therefore, the null hypothesis saying that there is no significant difference in achievement motivation of higher secondary school students across academic streams is partially accepted.** The above table indicates a significant difference between the achievement motivation of Science and Arts stream higher secondary school students. It also indicates a not significant difference between achievement motivation of Science and Commerce and Commerce & Arts higher secondary school students. This may be due to the reason that Science stream students tend to view themselves as actually achieving and having good attitudes towards studies due to the nature of Science and job opportunities associated with Science. It is interpreted that this difference occurred because, in the science major students are looking more career opportunities and in real life condition many better opportunities are available in science faculty in comparison to other academic majors. Another argument is that academic motivation is highly related to major satisfaction, conscientiousness, emotional stability and optimism (Logue et al, 2007). Ahmadi, Fathi- Ashtiani, Ghaffari and Hossein-Abadi (2009) reported that in terms of educational adjustment there was a meaningful difference between science (medical) students and other academic majors. So, students of science faculty have more extraverts personality (Pike, 2006), which gives more confidence for success in career. Liu & Zhu 2009, Upadhyay & Tiwari 2009 and Shekhar, C. & Devi, R. 2012, also reported the same results.

**Table 4: Representing the differences in Achievement Motivation of higher secondary school students studying in government and private schools:**

Groups	N	Mean	Std. D.	df	t- value	Sig.
Govt.	100	125.59	13.87	198	2.43	.016*
Private	100	119.70	19.83			

\*Significant at 0.05

From the perusal of the table 4, it is revealed that the t-value between the two groups is 2.43 which is statistically significant with .016 significance value. Therefore, the null hypothesis (3) formulated earlier i.e. **“There is no significant difference in achievement motivation of higher secondary school students across the type of school”** is rejected. The Mean of Govt. school students (M = 125.59) is higher than the Mean value of private school students (M = 119.70), indicating that government school students are more achievement oriented than private schools. This finding goes against the findings of Chitri, S. (2014), who conclude that private school students are high on achievement motivation as compared to their counterparts.

#### **Discussion:**

A close look into the above findings reveals that only 29.50% higher secondary school students are having high level of achievement motivation, 46.50% are having average level of achievement motivation and 24% of adolescents are having low level of achievement motivation. The large segment of the higher secondary school students is having average level of achievement motivation. This finding is of significant importance for parents and teachers. They can infuse those elements in their home and school environments that can help in fostering achievement motivation among their children.

The girls in this study tend to view themselves as actually achieving and having good attitudes towards school. On the other hand, it may be suggested that the boys are more susceptible to underachieving and less likely to perceive achievement in general as being valued. The present findings corroborate other researches in which females scored significantly higher in terms of achievement motivation (Shekhar, C. & Devi, R. 2012). Study also that achievement motivations of science students is higher than arts and commerce students. Reason may be that science students tend to view themselves as actually achieving and having good attitudes towards



studies due to the nature of Science and job opportunities associated with Science. It is also good to see that adolescents studying in government schools are performing better on achievement motivation scores than their counterparts. This may be due to the reason that newly recruited teacher in govt. schools are highly qualified themselves.

### **Conclusion:**

Achievement motivation (Need-achievement) is considered as a prerequisite for success in academic as well in other fields. As a learned motive it can be fostered among our children. The responsibility lies on the parents at home and on the teachers in the school. An attempt was made in this paper to analyze the adolescent's achievement motivation level along with gender, academic stream and type of school. Findings reported that adolescents are at the average level of achievement motivation. Irrespective of the differences in need-achievement levels across gender, academic streams and type of school, paper concluded that to develop a strong desire for excellence among our adolescents, the psycho-social environment provide at home and school must channelize and foster this strong desire.

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**(This paper is the part of my research work)**