Achievement Motivation and Academic Achievement of Secondary School Tribal Students

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Abstract: **The present study is an attempt to study academic motivation and academic achievement of secondary school tribal students of Jamshedpur. Academic motivation is the internal drive that kindles the thirst of achievement and in turn good achievement motivates the students to excel. The sample of this study was 200 tribal secondary level students of class 9 which was drawn purposively from 10 government schools of Jamshedpur. Statistics were used like mean standard deviation correlation etc to analyze the data. The results show that academic achievement motivation and academic achievement of the tribal students are above average and a notable positive significant relationship exists among the two variables. The study implies that students should be provided with all possible amenities and good environment so that they are motivated. The role of teacher also becomes significant in motivating student through their words action and attitude.**

Keywords: **Achievement motivation, Academic achievement**

INTRODUCTION

Education can be considered as the base of all development. Educational system is beneficial for the whole society and nation as well. Education in its general sense is a form of learning in which knowledge, skills and habits of a group of people are transferred from one generation to the next through teaching, training, research or through auto didacticism. A man without education is considered like beast.

An individual get his first education from his family. After that he comes to school for getting his formal education. Children semi-structured home learning environment transition into a more structured learning environment when children start first grade. There are numbers of factors which can affect the academic achievement of a student during his studies. These factors may be individual factors, like – self-concept, self-confidence, motivation, interest etc. the affecting factors can be related to home and school environment etc. Motivation is one of the most important factors that can affect an individual during studies. Early academic achievement enhances the later academic achievement.

In the present competitive world everybody desires for a high level of achievement. Achievement oriented activity is an activity undertaken by an individual with the expectation the performance will be evaluated, in terms of slandered of excellence. Need for the achievement in one of the psychological motives that play on important role in success and achievements of a man. Motivation is generally defined as internal condition that stimulates direct and maintains behaviour; motivation is a psycho - physiological condition of the living

organisms which inspire them to strive to fulfil their needs. According to Tucker, Zayco and Herman (2002) motivation is an academic engagement refers to cognitive, emotional and behavioural indicator of student investment in an attachment to education. It includes preparing a person to perform a task not only.

Achievement motivation varies from person to person and commonly viewed to be a drive to do best and to excel others in performance. It is considered as an important determinant of aspiration, effort and persistence which can be aroused experimentally and therefore can be acquired extrinsically. Achievement motivation has been broadly defined us, an academic drive attitude towards learning and enthusiasm for academic achievement. Academic drive involves measuring items such as work habits and scholastic expectations and attitude toward learning involves student's opinion of class room environment and self – efficiency in learning (Entwisistle; 1968). Enthusiasm for academic achievement involves the degree to which student's possess certain specific behavioural characteristics related to motivation (Hwand et. al 2002).

"Achievement motivation is what gets you going, keeps you going and determines where you are trying to go." Slavin (2006) Martin and Liem (2010) stated that the achievement motivation plays an important role in predicting student's future success or failure. There is great need of motivation for students because motivation affects the academic achievements of student.

According to Jena (2011), people with high achievement motivation area focused on achievement goals and is generally protective. Chetri (2014), found a non-significant difference in achievement motivation of adolescent student with regard to gender and local variation. Kumar A. & Yadav D. (2015) found significant difference between boys and girls of secondary classes for academic achievement motivation and girl's students had more academic achievement motivation than boys. Thus different study reveals a mixed finding regarding achievement motivation and academic achievement.

RATIONALE OF THE STUDY
Now a day's the academic achievement is focused as a main thing because it has been preferred to show the individual effectiveness, school status and fulfil the parent's desires. The low achievement occurs by undermined participation on the factors. The individual factors like interest, attitude, aptitude, study habits, achievement motivation, parent's encouragement, teacher's support and anxiety and so on, may positively / negatively influencing the achievement all factors cannot be analyzed in a single study. Nonetheless, and the student's may differ in their academic achievement based on these factors. But all factors cannot make equal positive / negative influences, it may be varied. Identifying the exact factors much positively / negatively influencing the achievement is essential because the teachers and the parents may stress or attentive on it to the students. Tribal students who mainly are of first generation learner are not very much motivated for education is a general notion. For this backdrop the investigator has made an attempt to study the, achievement motivation for finding its positive / negative influences on academic achievement of tribal students.

STATEMENT OF THE PROBLEM
The problem identified for this study can be stated as follows: "Achievement motivation and academic achievement of secondary school tribal students."

OBJECTIVES OF THE STUDY
1.   To study the achievement motivation of secondary school tribal students.

2.   To study the academic achievement of secondary school tribal students.

3.   To study the relationship between the academic achievement and achievement of secondary school tribal students.

HYPOTHESES OF THE STUDY

1.   The achievement motivation of secondary school tribal students would be high.

2.   The academic achievement of secondary school tribal students would be high.

3. There would be significant positive relationship between academic achievement and achievement motivation of secondary school tribal students.

DELIMITATION OF THE STUDY
Extensive research is always desirable but due to time and resource constraints the study was delimited to:

☐ Jamshedpur city only.

☐ 10 - government schools

☐ Class IX only.

Methodology:

The present study has been carried out by implementing the descriptive survey study. **Population:**

The population of the present study comprised of all the tribal students of class IX of the government schools in Jamshedpur city of East Singhbhum District.
Sample and sampling technique:

In the present study, purposive sampling method was used to select the sample. Data was collected from a sample of 200 students using purposive sampling technique.

Tool:
Achievement motivation scale of Dr. T. R. Sharma (1984) is adopted by in this research

Analysis of the Achievement Motivation of Secondary School Tribal Students

Hypothesis-1

There would be high Achievement Motivation of secondary school tribal students.

In order to test the hypothesis mean and standard deviation of achievement motivation of secondary school tribal students were computed in the table 1

Table 1 Mean score and S.D of Achievement Motivation of secondary school tribal students

Achievement Motivation `	Numbers	Mean	Standard Deviation
	200	64	6.614

Table No.1 reveals that amongst the total number of students, the mean scores of Achievement Motivation are 64 and the Standard Deviation is 6.614. It indicates that the Achievement Motivation of students is at average to above average level. There is above average achievement motivation of secondary school students.

Classification of Frequency Score of Achievement Motivation of Secondary School tribal Students

The data for achievement motivation mean scores was analyzed using descriptive statistics, like frequency and percentage. The frequency score distribution achievement motivation of the students are shown in the table 2

Table 2: Frequency score of tribal student's Achievement Motivation

Class interval	Frequency	Percentage	Interpretation
75-100	106	53.00%	High
50-75	90	45.00%	Average
25-50	4	2.00%	Low

Fig 1: Graphical Frequency score of secondary school tribal student's Achievement Motivation
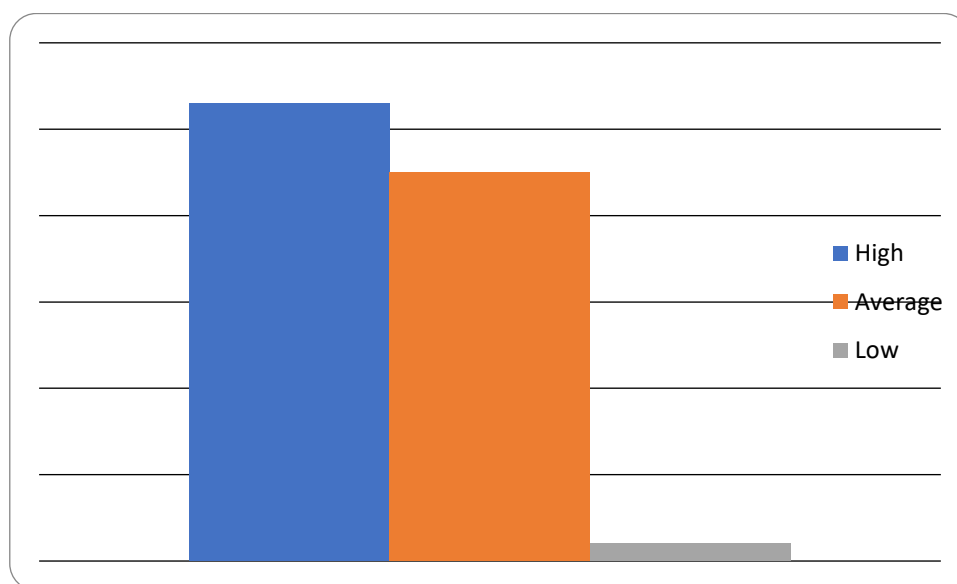
The table No. 2 and Fig 1 shows that out of total nos. of sample (200.) , 53.00% i.e 106 students have Achievement Motivation mean scores between 75-100; 45.00 % i.e 90 students scored between 50 - 75 and 2 % i.e. 4 students scored between 25 – 50. This indicates that majority of secondary school tribal students of Jamshedpur have High Achievement Motivation, fewer students have average Achievement Motivation, and very few of the students have low Achievement Motivation. Altogether it can be said that majority of the students are average to above average in their achievement motivation.

This may be attributed to the population belonging to an industrial city of Jamshedpur which is a cosmopolitan and people are aware of the importance of education.

Analysis of the Academic Achievement of Secondary School Tribal Students.
Hypothesis-2
There would be high Academic Achievement of secondary school tribal students.

In order to test the hypothesis mean and standard deviation of achievement of secondary school tribal students were computed in the table 3

Table No. 3 : Mean Scores of Academic Achievement of secondary school tribal students

Achievement Motivation `	Numbers	Mean	Standard Deviation
	200	62	8.32

Table 3 reveals that the mean score of achievement is 62 and standard deviation is 8.32. It indicates that the Academic Achievement of students is at average to above average level. Hence the hypothesis is partially accepted.

Classification of Frequency Score of Academic Achievement of Secondary School Tribal Students

The marks obtained by the sample in the final conducted by the school formed the data for analysis of Academic Achievement of the secondary school students. The mean scores of Academic Achievement of the students were analyzed by employing frequency and percentage and the results are shown in table No. 4

Table 4.3.2: Frequency score of students' Academic Achievement

Division	Frequency	Percentage	Interpretation
1st	140	70%	High Achievers
2nd	55	27.50%	Average Achievers
3rd	05	2.50%	Low Achievers

Graph 4.3.A: Graphical Frequency score of secondary school tribal students' Academic Achievement
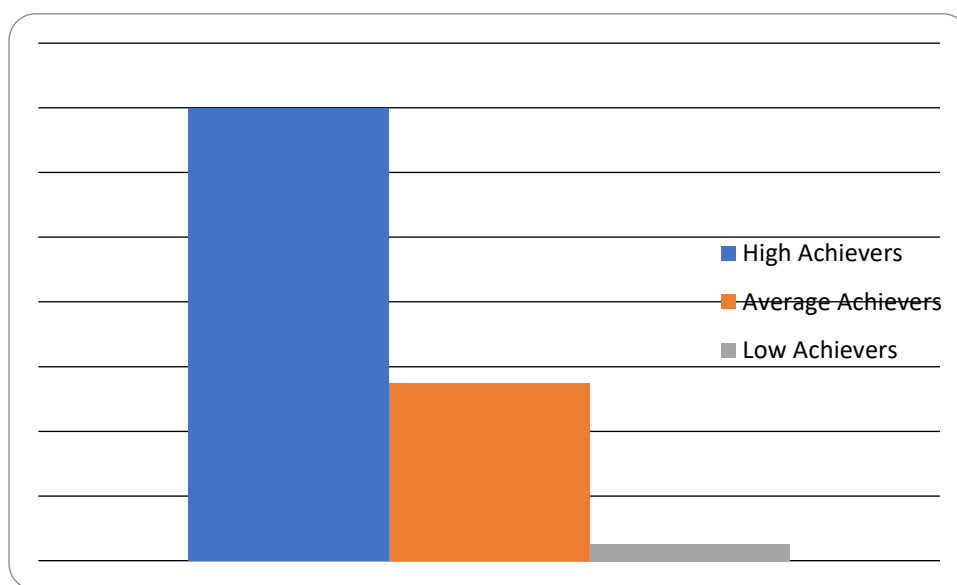

Table No. 4. And Fig 2 shows that out of total nos. of samples (200.) 140 i.e. 70% students have Academic Achievement mean scores of 1st Division marks; 55 students i.e. 27.5% students secured 2nd Division marks and 5 students i.e 2.5% students scored 3rd Division marks. This indicates that majority of secondary school tribal students of Jamshedpur have High Academic Achievement.

Analysis of the relationship between academic achievement and achievement motivation of secondary school tribal students.

Hypothesis-3

There would be significant positive relationship between academic achievement and achievement motivation of secondary school tribal students.

In order to test this hypothesis the mean score of achievement motivation and academic achievement of secondary school students were computed. In order to see the relationship between the academic achievement

and achievement motivation, Karl Pearson product moment correlation was computed using statistical package and this result is shown in table – 5

Table 5 : Product moment correlation between academic achievement and achievement motivation of secondary school tribal students.

Variables	N	Df	Corelation „r‟ (Pearson Product Moment Correlation)
Academic Achievement	200	198	0.672
Achievement Motivation	200		

The Table –5 reveals the coefficient of correlation to be 0.672. This shows that the correlation is positive and is significant. Hence there exist a positive and significant relationship between academic achievement and achievement motivation. It can be said that achievement motivation has an impact upon academic achievement. Hence this Hypothesis is accepted. Again this can be due to the environmental effect along with parental and students awareness of the benefit of education. This can be also an effect of academic motivation which is a prime factor for achievement.

The above result shows that achievement motivation is the key to academic achievement. In the present fast moving environmental conditions or personal surroundings, the individual desire has been many folded. However, it is very challenging to maintain the balance between the personal desire and own capacity. This stimulation enhances all the potentialities to achieve high level success, and academic achievement depends upon numbers of factors in and around the child. The school and home environment, social and economic background, intelligence attitudes, capacity and learning habits all these factors influence the motivation and achievement level of the students.

Conclusion

Achievement Motivation is very important motive in the life and education of the students. It not only helps the students to perform well in Academic Achievement but it is also one of the means to abide good personality in students. It is of great importance to study the level of Achievement Motivation in pupils and their Academic Achievement. The individual difference and the influence of the circumstances cannot be ignored in any study of their achievement. Achievement Motivation affects the Academic Achievement of the students and it is usually based on the need which drives an individual towards achievement. Students' behaviours, actions, thoughts, and beliefs are influenced by their inner drive to succeed.

A teacher as educational psychologist should try harder to understand the students low motivation and if possible do something about it; although this may not be at all easy especially to motivate the students to perform better in their educational performances. The educators should encourage the students to achieve challenging task for a reasonable goal. It is therefore the challenge of the educators to tackle their subject matter as an expert, to show enthusiasm when he/she teaches and present himself/herself as a model who is intrinsically motivated. It is the duty of the educators (this include the parents, teachers and the society) to provide students with remedial instructional emotional support that encourages the students to tackle learning with confidence and a minimum of anxiety. In this way, the students would motivate and determine to achieve better especially in their academic achievement.

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