

Achievement Motivation and Academic Achievement of the Secondary Level Students in Uttar Dinajpur District

¹Merajul Hasan & ²Ruma Sarkar

¹Contractual Faculty, Department of Education, Raiganj University (India)

²Alumnus, Department of Education, Raiganj University (India)

ARTICLE DETAILS

Article History

Published Online: 10 October 2018

Keywords

Achievement Motivation, Academic Achievement, Secondary level students, Pearson's correlation method

ABSTRACT

Achievement Motivation is an important ability that determines what a person can do and a motivation determines what a person will do. Thus motivation plays an important role in improving the level of performance. Here in this paper, it aimed to explore the actual relation between Achievement Motivation and Academic Achievement of the Secondary level students in Uttar Dinajpur District. The investigators adopted Deo-Mohan Achievement Motivation Scale (2011) to examine the Achievement Motivation and collected the final result of previous year of the secondary level student for Academic Achievement. The investigators analysed the collected data with Pearson's correlation method to explore the correlations. The present study found the non-significant relationship between Achievement Motivation and Academic Achievement of the students of Uttar Dinajpur District. A positive correlation ($r = .06$) between Achievement Motivation and Academic Achievement was found among the total samples specially among the girls ($r = 0.147$), urban ($r = 0.032$) and rural ($r = 0.077$) students and a negative but negligible correlation ($r = -.042$) was found among the boy students.

1. Introduction

Education is not merely the acquisition of knowledge but also includes accurate utilization of knowledge for the improvement of quality of human life. Motivation is the driving force behind the actions and affects the needs, desires and life ambition (Rabideau, 2005). Achievement Motivation is one's inner drive to achieve. Motivation and attitude were the best predictors of student academic performance (Hendricks, 1997). Achievement Motivation plays a very important or crucial role in the process of teaching and learning. It acquired extraordinary importance in the field of education. It is shown that if a student lacks an urge to achieve, his performance will be hampered. Needless to mention, if we are really interested to improve the quality of education in our schools, then we have to pay proper attention to harness the potentialities of our students by raising their level of Achievement Motivation and Academic Achievement. The achievement in examination is the end product of all educational endeavours. The main concern of all educational efforts is to see that learner achieves satisfactorily.

Academic Achievement is mostly studies in the context of intellectual factor and less emphasis is given to other non-intellectual factors such as creativity, focus of control, self-concept, and level of aspiration and motivation which can also contribute significantly in predicting Academic Achievement. The basic problem in education today is the problem of motivating the students to learn at all levels. A high level of aspiration for good education would normally make the individual not only put forth his sustained efforts in getting education but it would also make him/her achieve at high level throughout the course of education.

A significant correlation is found between Academic Achievement and motivation (Sikwari, 2014) and motivation has impact on Academic Achievement of secondary school students

in mathematics with respect to gender (Tella 2007). Highly motivated students performed better academically than lowly motivated students (Tella 2007) and females are highly motivated compared to their male counterparts (Sikwari 2014). Surprisingly, a research conducted by Niebuhr (1995) to examined relationships between several variables and students' Academic Achievement, found no significant effect on the relationship with Academic Achievement. He suggested that the elements of both school climate and family environment have a stronger direct impact on Academic Achievement (Niebuhr, 1995). Here, the investigation has been undertaken to explore the relationship of Academic Achievement and Achievement Motivation among the secondary level students' in Uttar Dinajpur District of West Bengal.

2. Objectives of the study

Specific objectives of this study were—

- To measure the Achievement Motivation of the secondary level students in Uttar Dinajpur District.
- To collect the Academic Achievement scores of the secondary level students in Uttar Dinajpur District.
- To explore the relationship between Achievement Motivation of secondary level students and their Academic Achievement in terms of their gender and locality.

3. Hypotheses of the study

The Hypotheses of this study were—

- H_{0.1}:** There would be no significant correlation between Achievement Motivation and Academic Achievement of the secondary level students.

H_{0.2}:There would be no significant correlation between boy students' Achievement Motivation and their Academic Achievement.

H_{0.3}:There would be no significant correlation between girl students' Achievement Motivation and their Academic Achievement.

H_{0.4}:There would be no significant correlation between urban students' Achievement Motivation and their Academic Achievement.

H_{0.5}:There would be no significant correlation between rural students' Achievement Motivation and their Academic Achievement.

4. Methods of the study

The present study has been conducted through the normative survey method of descriptive research to explore the relation between Achievement Motivation and Academic Achievement of the secondary level students in Uttar Dinajpur District.

5. Variables of the study

The present study was done with two main variables namely, Achievement Motivation and Academic Achievement and the gender and locality of the students was taken as demographic variable to explore the relationship between Achievement Motivation and Academic Achievement of the students of secondary level in Uttar Dinajpur District of West Bengal.

6. Tools of the study

In the Present study, Deo-Mohan Achievement Motivation Scale (2011) was adopted to examine the Achievement Motivation which was developed by Prof.PratibhaDeo, Former professor & Head, Department of Education, Mumbai University, Mumbai &Dr. Asha Mohan, Retd. Reader, Department of Education, Punjab University, Chandigarh which is published by National Psychological Corporation, Agra. The final result of previous year of the students were taken to consider the Academic Achievement as a main variable.

7. Samples and Population of the study

The investigators intended to measure the achievement motivation of the students of class X and their academic achievement. The sample for the study comprised of the students from the secondary schools in Uttar Dinajpur District affiliated to West Bengal Board of Secondary Education. The samples were collected from four secondary schools which were chosen randomly, two urban and two rural secondary schools. The study, however, is consisted of 200 students from the four school.

8. Presentation and Interpretation of the Descriptive Statistics

The investigators presented the descriptive statistics as the following-

Table-1
Showing the Cross Tabulation of the total samples

	Locality	Rural	Urban	Total
Gender	Boys	46	60	106
	Girls	34	60	94
	Total	80	120	200

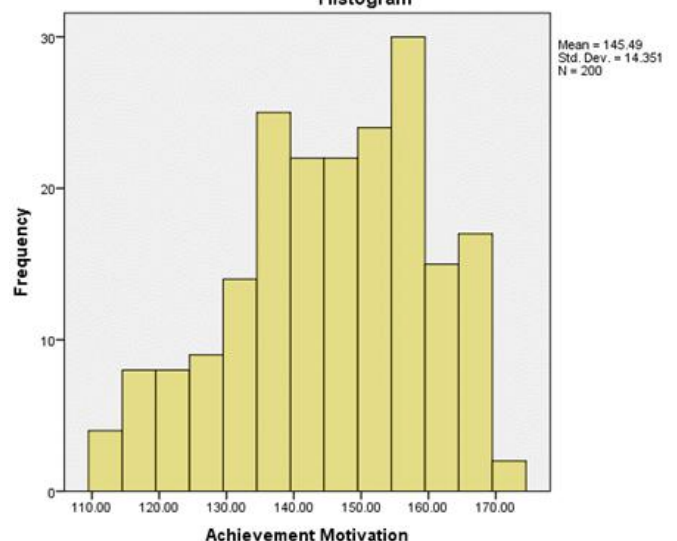
Table 1 shows the total sample of 200 students of the secondary level students among which 106 were boys and 94 were girls. Investigators selected 80 students from rural population among which 46 were boys and 34 were girls and 120 from urban population among which 60 were boys and 60 were girls.

Table-2
Showing the descriptive statistics of Achievement Motivation and Academic Achievement scores of total samples

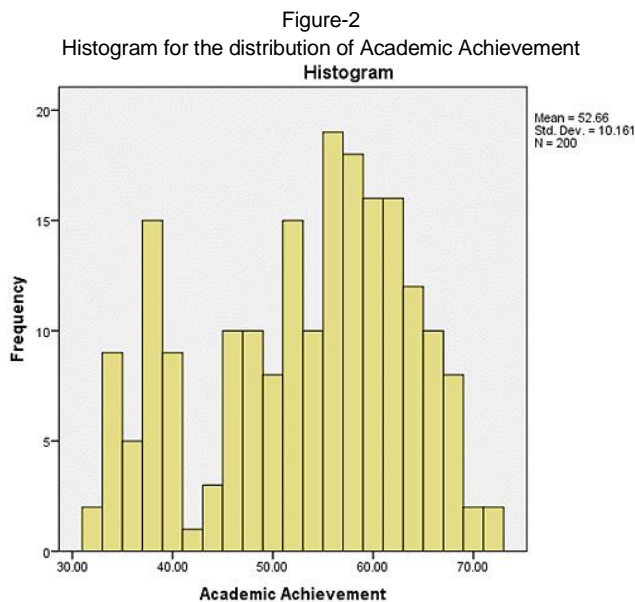
	Statistic	Std. Error	
Achievement Motivation	Mean	145.4900	1.015
	Median	147.0000	
	Variance	205.950	
	Std. Deviation	14.35095	
	Minimum	112.00	
	Maximum	173.00	
	Range	61.00	
	Skewness	-.386	.172
Academic Achievement	Kurtosis	-.528	.342
	Mean	52.6550	.71848
	Median	55.0000	
	Variance	103.242	
	Std. Deviation	10.16082	
	Minimum	32.00	
	Maximum	72.00	
	Range	40.00	
	Skewness	-.411	.172
	Kurtosis	-.837	.342

Table 2 shows the descriptive statistics of Achievement Motivation (M=145.49, SD=14.35, N=200) and Academic Achievement (M=52.65, SD=10.16, N=200) of total samples. The description was found normal.

Figure-1
Histogram for the distribution of Achievement Motivation



The Histogram (Figure-1) for the distribution of Achievement Motivation shows that it was slightly skewed but maybe consider as normal distribution.



The Histogram (Figure 2) for the distribution of Academic Achievement shows that it was slightly skewed but may be consider as normal distribution.

9. Presentation and Interpretation of the Inferential Statistics

The investigators analysed the collected data through Pearson’s correlation method with the help of IBM SPSS v. 21.0.

The presentation and interpretation of data were as follows:

Analysis pertaining to Null Hypothesis 1:

H_{0.1}:There would be no significant correlation between Achievement Motivation and Academic Achievement of the secondary level students.

Table-3
Presentation of the correlation of the students’ Achievement Motivation and their Academic Achievement

		Achievement Motivation	Academic Achievement
Achievement Motivation	Pearson Correlation	1	.060
	Sig. (2-tailed)		.398
	N	200	200
Academic Achievement	Pearson Correlation	.060	1
	Sig. (2-tailed)	.398	
	N	200	200

Table 3 shows a not significant positive correlation ($r = .060, p > 0.05, N = 200$) between Achievement Motivation and Academic Achievement of total students which indicates that Null Hypothesis (**H_{0.1}**) will be accepted. Hence, it may be interpreted that the correlation of Achievement Motivation and Academic Achievement of total students are positive and statistically not significant.

Analysis pertaining to Null Hypothesis 2:

H_{0.2}:There would be no significant correlation between boy students’ Achievement Motivation and their Academic Achievement.

Table-4
Presentation of the correlation of the boy students’ Achievement Motivation and Academic Achievement

		Achievement Motivation	Academic Achievement
Achievement Motivation	Pearson Correlation	1	-.042
	Sig. (2-tailed)		.668
	N	107	107
Academic Achievement	Pearson Correlation	-.042	1
	Sig. (2-tailed)	.668	
	N	107	107

a. Gender = Boys

Table 4 shows a not significant negative correlation ($r = -.042, p > 0.05, N = 107$) between Achievement Motivation and Academic Achievement of boys samples which indicates that the Null Hypothesis (**H_{0.2}**) will be accepted. Hence, it may be interpreted that the correlation of Achievement Motivation and Academic Achievement of total boy samples are negative and statistically not significant.

Analysis pertaining to Null Hypothesis 3:

H_{0.3}:There would be no significant correlation between girl students’ Achievement Motivation and their Academic Achievement.

Table-5
Presentation of the correlation of the girl students’ Achievement Motivation and Academic Achievement

		Achievement Motivation	Academic Achievement
Achievement Motivation	Pearson Correlation	1	.147
	Sig. (2-tailed)		.159
	N	93	93
Academic Achievement	Pearson Correlation	.147	1
	Sig. (2-tailed)	.159	
	N	93	93

a. Gender = Girls

Table 5 shows a not significant positive correlation between ($r = 0.147, p > 0.05$) Achievement Motivation and Academic Achievement of the girl samples which indicate that the Null Hypothesis (**H_{0.3}**) will be accepted. Hence, it may be interpreted that the correlation Achievement Motivation and Academic Achievement of girl samples are positive and statistically not significant.

Analysis pertaining to Null Hypothesis 4:

H_{0.4}:There would be no significant correlation between urban students’ Achievement Motivation and their Academic Achievement.

Table-6
Presentation of the correlation of the urban students’ Achievement Motivation and Academic Achievement.

		Achievement Motivation	Academic Achievement
Achievement Motivation	Pearson Correlation	1	.032
	Sig. (2-tailed)		.732

	N	120	120
Academic Achievement	Pearson Correlation	.032	1
	Sig. (2-tailed)	.732	
	N	120	120

a. Locality = Urban

	N	80	80
		a. Locality = Rural	

Table 6 shows a not significant positive correlation between ($r = 0.032$, $p > 0.05$) Achievement Motivation and Academic Achievement of the urban samples which indicates that the Null Hypothesis ($H_{0.4}$) will be accepted. Hence, it may be interpreted that the correlation of Achievement Motivation and Academic Achievement of urban samples are positive and statistically not significant.

Analysis pertaining to Null Hypothesis 5:

H_{0.5}: There would be no significant correlation between rural students' Achievement Motivation and their Academic Achievement.

Table-7
Presentation of the correlation of the rural students' Achievement Motivation and Academic Achievement.

		Achievement Motivation	Academic Achievement
Achievement Motivation	Pearson Correlation	1	.077
	Sig. (2-tailed)		.497
	N	80	80
Academic Achievement	Pearson Correlation	.077	1
	Sig. (2-tailed)	.497	

Table 7 shows a not significant positive correlation ($r = 0.077$, $p > 0.05$) between Achievement Motivation and Academic Achievement of the rural samples which indicates that the Null Hypothesis ($H_{0.5}$) will be accepted. Hence, it may be interpreted that the correlation of Achievement Motivation and Academic Achievement of rural samples are positive and statistically not significant.

10. Conclusion & Discussion

The mentioned two reviews of related studies were argued with two different relations. A significant correlation was found between Academic Achievement and motivation in Sikwari's study (Sikwari, 2014). Surprisingly, the second one was conducted by Niebuhr (1995) to examine the relation between several variables and students' Academic Achievement and found no significant effect on the relationship with Academic Achievement (Niebuhr, 1995). The present study also indicates the non-significant relationship between Achievement Motivation and Academic Achievement of the secondary level students of Uttar Dinajpur District. A positive correlation ($r = .06$) between Achievement Motivation and Academic Achievement was found among the total samples specially among the girls ($r = 0.147$), urban ($r = 0.032$) and rural ($r = 0.077$) students and a negative but negligible correlation ($r = -.042$) was found among the boy students.

References

- Bakar, K. A., Tarmizi, R. A., Mahyuddin, R., Elias, H., Luan, W. S., Ayub, A. F. M. (2010). Relationships between university students' Achievement Motivation, attitude and academic performance in Malaysia, *Procedia Social and Behavioral Sciences*, 2 (2010), 4906-4910.
- Chetri, S. (2014). Achievement Motivation of Adolescents and Its Relationship with Academic Achievement, *International Journal of Humanities and Social Science Invention*, 3(6), pp. 8-15.
- Emmanuel A. O., Adom, E. A., Josephine, B. (2014). Achievement Motivation, Academic Self-Concept and Academic Achievement among High School Students, *European Journal of Research and Reflection in Educational Sciences*, 2(1), 24-37.
- Gupta, R. (2014). Study on Self-Concept, Academic Achievement and Achievement Motivation of the Students, *IOSR Journal of Humanities and Social Science*, 19(5), pp. 88-93.
- Hendricks, A.B. (1997). Predicting student success with the Learning and Study Strategies Inventory (LASSI). Unpublished Master's thesis. Iowa State University, Ames, IA.
- IBM SPSS. (2012). IBM Statistical Package for the Social Sciences, Version 21.0, IBM
- Niebuhr, K. (1995). The effect of motivation on the relationship of school climate, family environment, and student characteristics to Academic Achievement (Report No. EA 027467). East Lansing, MI: National Center for Research on Teacher Learning. (ERIC Document Reproduction Service No. ED393202).
- Rabideau, S.T. (2005). Effects of Achievement Motivation on behavior. Available at <http://www.personalityresearch.org/papers/rabideau.html>, accessed on 5th Sept. 2018.
- Sikwari, T.D. (2014): A study of the Relationship between Motivation Self-Concept and Academic Achievement of Students at a University of Limpopo Province, South Africa. *International Journal of Educational Science* 6(1), 19-25.
- Singh, K. (2011). Study of Achievement Motivation in Relation to Academic Achievement of Students, *International Journal of Educational Planning & Administration*, 1(2), pp. 161-171.
- Tella, A. (2007). The impact of motivation on students' Academic Achievement and learning outcomes in mathematics among secondary school students in Nigeria, *Eurasia Journal of Mathematics, Science and Technology Education*, 3(2), pp. 149-155.