# Achievement Motivation And Academic Achievement Among Students Belonging To Different Social Categories

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## Abstract

As achievement motivation and academic achievement is important for growth of students an attempt has been made to study relationship between achievement motivation and academic achievement among students belonging to different social categories i.e., General Category, Scheduled Caste and Scheduled Tribe. 150 Xth class students (75 boys and 75 girls) were selected randomly as sample from 10 government colleges from Jammu city. Pearson's product moment method was used to find the relationship between achievement motivation and academic achievement. T-value was calculated to find significant differences in the correlation coefficient values obtained by applying Pearson's product moment method. The results show significant and high relationship between achievement motivation and academic achievement of boys and girls belonging to General Category, girls from Scheduled Caste and boys from Scheduled Tribe. Significant but low relationship was found between achievement motivation and academic achievement of boys from Scheduled Caste. Very negligible relationship was found between achievement motivation and academic achievement of girls belonging to Scheduled Tribe. No significance of difference in relationship based on achievement motivation and academic achievement between boys and girls from General category, Scheduled Caste and Scheduled Tribe was found. Also, no significance of difference was found in relationship based on achievement motivation and academic achievement between boys from General category, Scheduled Caste and Scheduled Tribe and girls from General Category and Scheduled Caste. However significant difference in relationship based on achievement motivation and academic achievement was found between girls from General Category and Scheduled Tribe and also girls from Scheduled Caste and Scheduled Tribe.

Key Words: Achievement Motivation, Academic Achievement, General Category, Scheduled Caste and Scheduled Tribe, Relationship.

## Introduction

David McClelland's work served as the foundation for current study of achievement motivation. He and his colleagues came up with the phrase "n Ach," which means "need for achievement". One of the psychological drives of a man's success and achievements is his need for achievement. According to this notion, people will act for those things for which they are being rewarded. High-achievers will take actions that will help them perform better than others, meet or exceed some benchmark of excellence, or do something unusual. The desire to succeed influences everyone to some extent. Students with a strong drive for achievement put in a lot of effort to succeed. Thus, the degree to which individuals differ in their need to work toward rewards like physical fulfillment, admiration from others, and feelings of personal mastery has been described as achievement motivation (Chauhan, 2004. pp 222-223).

The term academic achievement has been operationally defined as the sum of achievements in all subjects. This is obtained by adding the results obtained by the students in all subjects during the final examination. It can be defined as the degree or level of competence attained in scholastic and academic work and is measured through various learning experiences, including curricular and co-curricular activities. Academic achievement depends on various factors like home environment, type of learning and teaching in school and relationship with teachers and peers. Heredity and social factors affect student achievement and play an important role.

## Need and significance of the study

A nation's ability to succeed depends on how each of its citizens contribute towards the community and country. Workers, technicians, engineers, doctors, managers, and students—all of whom are skilled, educated and exhibit high achievement motivation—are needed for this. Everyone has an inner urge to show that it is not ordinary, and aspires to reach higher. Achievement motivation is the motivation produced by this desire for success. It is a sense of connection to the effort required to reach a given standard of internal excellence and describes a person's actions when they make an effort to complete a task or perform better than others. It is a recognized strategy for achieving goals and battling for success. The will to succeed depends upon experiences in early stages of life. Today's modern society expects everyone to be successful in their life. Academic achievement and performance can be the most important factor in determining genuine potential and talents of children. As indicator of a child's future is their academic success in school it puts a lot of strain on both parents and children's minds. This academic success is the consequence of a variety of elements, including personal, social, economic, and other environmental circumstances, and it depends on both cognitive and non-cognitive parts of the personality. A child's academic progress may be enhanced by a positive and encouraging atmosphere in the home, school, and neighbourhood.

Achievement motivation and academic achievement helps the pupils understand where they stand and motivates them to work hard. Success brings happiness and wonderful feelings, whereas failure brings resentment and dissatisfaction. A school or other educational institutions set up by society has a special, important, and long-lasting duty to foster positive academic development and student growth. The present study will be helpful in understanding the relationship between achievement motivation and academic achievement among the students belonging to different social categories. It will help teachers, school authorities, administrators, curriculum planners, counselors and guidance workers to plan curriculum and other activities in the school in such a way so that it increases achievement motivation among students. Also, remedial measures can be adopted for students who need it so that they can compete with other students and reach their goals without any obstacles.

## Literature review

Awan et al., (2011) in their study examined achievement and its relationship with achievement motivation and self concept. The subjects consisted of 336 students (166 males and 170 females) from four public and four private schools of Sargodha district at the secondary level. Intact groups of all eight schools enrolled in 9th grade were involved in the study. The results revealed that achievement motivation and self concept were significantly related to academic achievement. Significant gender differences were discovered which were in favor of girls. It was suggested that teachers must use motivational strategies to involve students in academic activities for improving their grades.

Chetri (2014) conducted a study on self concept and achievement motivation of adolescents and their relationship with academic achievement. Sample for the investigation comprised of 480 boys and girls of class Xth from various government and non-government managed schools within the age range of 16-17years, from urban and rural areas. Findings of the study revealed no significant difference in achievement motivation with regard to gender and locale variation. There was significant difference in the academic achievement of the students with regard to locale and management variation. The study also revealed significant relationship between the variables of achievement motivation and academic achievement.

Emmanuel et al. (2014) investigated the relationship between achievement motivation, academic self concept and academic achievement of high school students. In addition, the study found out the students' profile to ascertain the levels of achievement motivation, self-concept, and their academic achievement. A total of 120 students selected from four high schools participated in the study. The results showed that majority of the high school students were highly motivated, have high self-concept and performed well on the Mathematics Achievement test. The study also found a significant correlation between self-concept and academic achievement. Again, there was a positive relationship between achievement motivation and academic achievement but the correlation was not significant. The study confirmed the importance of achievement motivation and academic self- concept to academic achievement and concluded by making

insightful suggestions and recommendations to stakeholders in education for helping students to enhance their motivation and self-concept and to improve their academic performance.

Kavousipour et al. (2015) in his study found that that there were six factors which effect academic motivation and they were "family attitudes", "getting good jobs in future", "respect for themselves", " the ability to learn", "believing their role in victory and defeat" and "the tendency toward optimism about themselves". Also, the results showed that personal, social and educational related factors affected motivation level more than economic and environmental factors.

Kumar & Bajpai (2015) in his study found that relationship between achievement motivation and academic performance was significant.

Roy (2015) in her study revealed that achievement motivation is positively related to academic achievement and majority of the student possessed average achievement motivation and low and very high achievement motivation were possessed by minority of the students. Gender and locality of the students does not influence the achievement motivation of the students. The study suggests that with proper tutoring and guidance achievement motivation can be improved and that can be channelized for improving the academic achievement of the students.

Sarangi (2015) in his research made an attempt to study the effect of achievement motivation on the academic achievement of high school students of tribal and non tribal communities in relation to their sex and locale. For this purpose, a sample of 200 students, studying in class IX of ten government high schools of Goalpara District of Assam were selected. It was found that there was no significant difference between tribal- non tribal and boy - girl students but urban students showed high achievement motivation than the rural students. In case of relationship between achievement motivation and academic achievement it was observed that there was no significant relation between achievement motivation and academic achievement of tribal boys and rural students but there was a significant relationship between the achievement motivation and academic achievement of non tribal girl and urban students.

As no study was found which included relationship between achievement motivation and academic achievement among students belonging to different social categories it is identified as a research gap. Thus, the present research is an ardent effort by the researcher to fill this gap.

## Operational definitions of key terms

Achievement motivation in the present study is measured by the scores obtained by the students on Achievement Motivation Inventory prepared by Dr. V.P.Bhargava.

Academic Achievement is measured by marks obtained by the students in the previous class i.e., IXth class.

Students in the present study include Xth class students studying in government schools in Jammu city.

Social categories include students belonging to General category, Scheduled Caste and Scheduled Tribe.

## Objectives of the study

1. To find relationship between achievement motivation and academic achievement of boys and girls belonging to different social categories viz. General Category, Scheduled Caste and Scheduled Tribe.

2. To find significance of differences in the correlation coefficient values (based on achievement motivation and academic achievement) between boys and girls belonging to different social categories.

**Hypotheses of the study**

1. There will be significant relationship between achievement motivation and academic achievement of boys and girls belonging to different social categories viz. General Category, Scheduled Caste and Scheduled Tribe.

2. There will be significant differences in the correlation coefficient values (based on achievement motivation and academic achievement) between boys and girls belonging to different social categories.

3. There will be significant differences in the correlation coefficient values (based on achievement motivation and academic achievement) between boys belonging to different social categories.

4. There will be significant differences in the correlation coefficient values (based on achievement motivation and academic achievement) between girls belonging to different social categories.

**Delimitations of the study**

1. The study was confined to boys and girls of high school.
2. The study was limited to a sample of 150 Xth class students (75 boys and 75 girls) only.
3. Only three categories i.e., General Category, Scheduled Caste and Scheduled Tribe were taken in the study.
4. The study was confined to government schools of Jammu city.
5. Only ten schools were included in the present study.

**Research Methodology**

Present study is descriptive in nature.

**Sample**

150 Xth class students (75 boys and 75 girls) were selected randomly as sample from 10 government schools from Jammu city.

**Tools Used**

In the present study Achievement Motivation Inventory prepared by Dr. V.P. Bhargava was used for collection of data.

**Statistical tool employed**

Pearson's product moment method was used to find the relationship between achievement motivation and academic achievement. t-value was calculated to find the significant differences in the correlation coefficient values obtained by applying Pearson's product moment method.

**Analysis and Interpretation**

**Table No.1: Showing r values of Achievement Motivation and Academic Achievement of boys and girls belonging to different social categories.**

| S. No. | Category | Group | N | r | t-value | Significance |
|---|---|---|---|---|---|---|
| 1. | General | Boys | 28 | 0.58* | 3.67* | Significant |
| 2. | General | Girls | 27 | 0.75* | 5.77* | Significant |
| 3. | Scheduled Caste | Boys | 26 | 0.39** | 2.07** | Significant |
| 4. | Scheduled Caste | Girls | 25 | 0.69* | 4.59* | Significant |
| 5. | Scheduled Tribe | Boys | 21 | 0.53** | 2.79** | Significant |
| 6. | Scheduled Tribe | Girls | 23 | 0.16 | 0.78 | Not Significant |

\* at .01 level of significance

\*\* at .05 level of significance

From table no 1 it can be seen that value of r for boys from general category came out to be 0.58 which is significant at .01 level of significance. The coefficient of correlation value shows significant and high relationship between achievement motivation and academic achievement. Also, the t value came out to be 3.67 which is significant at .01 level of significance. Thus hypothesis 1 stating that there will be significant relationship between achievement motivation and academic achievement of boys belonging to General Category is accepted.

From table no 1 it can also be seen that value of r for girls from general category came out to be 0.75 which is significant at .01 level of significance. The coefficient of correlation value shows significant and high relationship between achievement motivation and academic achievement. The t value came out to be 5.77 which is also significant at .01 level of significance. Hence hypothesis 1 stating that there will be significant relationship between achievement motivation and academic achievement of girls belonging to General Category is accepted.

It is also evident from table no 1 that value of r for boys from Scheduled Caste came out to be 0.39 which is significant at .05 level of significance. The coefficient of correlation value shows significant but low relationship between achievement motivation and academic achievement. The t value came out to be 2.07 which is also significant at .05 level of significance Hence hypothesis 1 stating that there will be significant relationship between achievement motivation and academic achievement of boys  belonging to Scheduled Caste is accepted.

Table no 1 also reveals that value of r for girls from Scheduled Caste came out to be 0.69 which is significant at .01 level of significance. The coefficient of correlation value shows significant and high relationship between achievement motivation and academic achievement. The t value came out to be 4.59 which is also significant at .01 level of significance Hence hypothesis 1 stating that there will be significant relationship between achievement motivation and academic achievement of girls  belonging to Scheduled Caste is accepted.

It is also clear from table no 1 that value of r for boys from Scheduled Tribe came out to be 0.53 which is significant at .01 level of significance. The coefficient of correlation value shows significant and high relationship between achievement motivation and academic achievement. The t value came out to be 2.79 which is also significant at .05 level of significance Hence hypothesis 1 stating that there will be significant relationship between achievement motivation and academic achievement of boys  belonging to Scheduled Tribe is accepted.

From table no 1 it can also be seen that value of r for girls from Scheduled Tribe came out to be 0.16 which is not significant. The coefficient of correlation value shows significant but very negligible relationship between achievement motivation and academic achievement. The t value came out to be 0.78 which is not significant. Hence hypothesis no 1. stating that there will be significant relationship between achievement motivation and academic achievement of girls belonging to Scheduled Tribe is rejected.

**Table No 2: Showing significance of differences in correlation coefficient values (based on Achievement Motivation and Academic Achievement) between boys and girls from different social categories.**

| S. No. | Category | Group | N | r | SEDZ | t-ratio | Significance |
|--------|----------|-------|-----|------|------|---------|--------------|
| 1. | General | Boys | 28 | 0.58 | 0.26 | 1.09 | Not Significant |
| | | Girls | 27 | 0.75 | | | |
| 2. | Scheduled Caste | Boys | 26 | 0.39 | 0.28 | 1.46 | Not Significant |
| | | Girls | 25 | 0.69 | | | |
| 3. | Scheduled Tribe | Boys | 21 | 0.53 | 0.30 | 1.32 | Not Significant |
| | | Girls | 23 | 0.16 | | | |

From table 2 it can be seen that the t –ratio for significance of difference in relationship based on achievement motivation and academic achievement between boys and girls from General category, Scheduled Caste and Scheduled Tribe came out to be 1.09, 1.46 and 1.32 respectively which is not significant. Hence hypothesis 2 stating that there will be significant difference in correlation coefficients values (based on achievement motivation and academic achievement) between boys and girls from different social categories is rejected.

**Table No 3: Showing significance of differences in the correlation coefficient values (based on Achievement Motivation and Academic Achievement) between boys from different social categories.**

| S. No. | Category | Group | N | r | SEDZ | t-ratio | Significant |
|--------|----------|-------|-----|------|------|---------|-------------|
| 1. | General | Boys | 28 | .58 | 0.26 | 0.87 | Not Significant |
| | Scheduled Caste | Boys | 26 | .39 | | | |
| 2. | General | Boys | 28 | .58 | 0.28 | 0.23 | Not Significant |
| | Scheduled Tribe | Boys | 21 | .53 | | | |
| 3. | Scheduled Caste | Boys | 26 | .39 | 0.29 | 0.57 | Not Significant |
| | Scheduled Tribe | Boys | 21 | .53 | | | |

From table 3 it can be seen that the t –ratio for significance of difference in relationship based on achievement motivation and academic achievement between boys from General category, Scheduled Caste and Scheduled Tribe came out to be 0.87, 0.23 and 0.57 respectively which is not significant. Hence hypothesis 3 stating that there will be significant difference in correlation coefficient values (based on achievement motivation and academic achievement) between boys from different social categories is rejected.

**Table No 4: Showing significance of differences in the correlation coefficient values (based on Achievement Motivation and Academic Achievement) between girls from different social categories**.

| S. No. | Category | Group | N | r | SEDZ | t-ratio | Significance |
|---|---|---|---|---|---|---|---|
| 1. | General | Girls | 27 | 0.75 | 0.22 | 0.42 | Not Significant |
|  | Scheduled Caste | Girls | 25 | 0.69 |  |  |  |
| 2. | General | Girls | 27 | 0.75 | 0.30 | 2.68* | Significant |
|  | Scheduled Tribe | Girls | 23 | 0.16 |  |  |  |
| 3. | Scheduled Caste | Girls | 25 | 0.69 | 0.31 | 2.22** | Significant |
|  | Scheduled Tribe | Girls | 23 | 0.16 |  |  |  |

* at .01 level of significance
** at .05 level of significance

From table 4 it can be seen that the t –ratio for significance of difference in relationship based on achievement motivation and academic achievement between girls from General Category and Scheduled Caste came out to be 0.42 which is not significant. Also, from table 4 it can be seen that the t –ratio for significance of difference in relationship based on achievement motivation and academic achievement between girls from General category and Scheduled Tribe came out to be 2.68 which is significant at 0.01 level of significance. Furthermore the t –ratio for significance of difference in relationship based on achievement motivation and academic achievement between girls from Scheduled Caste and Scheduled Tribe came out to be 2.22 which is significant at 0.05 level of significance. Hence hypothesis 4 stating that there will be significant difference in correlation coefficient values (based on achievement motivation and academic achievement) between girls from different social categories is rejected for girls from General category and Scheduled Tribe and accepted for girls from General category and Scheduled Tribe and girls from Scheduled Caste and Scheduled Tribe.

### Conclusions and discussion of results

The results show significant and high relationship between achievement motivation and academic achievement of boys and girls belonging to General Category. Similar results were reported by Chetri (2014), Kumar & Bajpai (2015) and Roy (2015) who found significant relationship between variables of achievement motivation and academic achievement. Similarly, Emmanuel et.al (2014) also found a positive relationship between achievement motivation and academic achievement but the correlation was not significant. Significant but low relationship between achievement motivation and academic achievement was found in boys from Scheduled Caste. However significant and high relationship between achievement motivation and academic achievement was found in girls from Scheduled Caste. The reason may be that girls and their parents have now become aware about the importance of education for girls. Similar result was reported by Awan et al., (2011) wherein achievement motivation was significantly related to academic achievement. Significant gender differences were found which were in favor of girls. The results also show significant and high relationship between achievement motivation and academic achievement of boys from Scheduled Tribe but no significant relationship was found between achievement motivation and academic achievement of girls belonging to Scheduled Tribe. The reason may be that girls feel that as is the practice in their community they will be eventually married and sent to their husband's home and there would be no livelihood opportunities for her other than farming and manual labour. Similar results were found by Bhagavatheeswaran et al. (2016). On the contrary Sarangi (2015) found no significant relation between achievement motivation and academic achievement of tribal boys and rural students but there was a significant relationship between the achievement motivation and academic achievement of non tribal girl and urban students.

No significance of difference in relationship based on achievement motivation and academic achievement between boys and girls from General category, Scheduled Caste and Scheduled Tribe was found. The reason may be that government provides facilities to students from different categories in the form of scholarships which may be motivating for the students. Also, no significance of difference was found in

relationship based on achievement motivation and academic achievement between boys from General category, Scheduled Caste and Scheduled Tribe. Furthermore, no significance of difference in relationship based on achievement motivation and academic achievement between girls from General Category and Scheduled Caste. However significant difference in relationship based on achievement motivation and academic achievement was found between girls from General Category and Scheduled Tribe and also girls from Scheduled Caste and Scheduled Tribe.

## Educational implications

From the findings, it is clear that girls from Scheduled Tribe lack achievement motivation and lag behind in academic achievement. It is necessary to ascertain the causes of this because doing so will enable them to overcome a wide range of problems and realize their full potential. It is important to change attitude of parents towards girls' education as well as to improve their experiences in school so as to remove the barriers to education for girls from Scheduled Tribes. Effective treatments must deal with shifting gender norms and relationships at the macro-societal and familial levels, as well as raise the standard and worth of schooling.

The results of the current study have significance for society as a whole and for educational planners, administrators, instructors, and parents in particular. Due to low achievement motivation, females from Scheduled Tribe struggle to excel in their academics. In this context, a number of complex issues that affect the Scheduled Tribe girls' ability to learn, such as the medium of instruction, curriculum, teaching methods, evaluation procedures, and other related issues like family issues and first-generation learners, should be looked into. The concerned parties should also take the utmost precaution to increase the Scheduled Tribe girls' achievement motivation. It is clear that Scheduled Tribe girls, who are socially and economically disadvantaged, perform much worse academically than other pupils. They require the right assistance, inspiration, support, direction, and corrective training. A sound educational programme must also include accurate diagnosis of their educational backwardness and corrective treatment. Everyone requires a supportive environment with a human touch for ongoing growth and success in order to be a successful human being. Therefore, the need of achievement motivation for higher academic achievement is crucial for everyone for an effective and worthwhile life. As only three categories were included in the present study, further researches can be conducted by covering remaining categories and students from different levels.

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