



A STUDY ON EFFECT OF ACADEMIC MOTIVATION OF THE SECONDARY SCHOOL STUDENTS ON THE ACADEMIC ACHIEVEMENT IN GEOGRAPHY.

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Abstract:

Academic motivation among the students of secondary education level has been considered as an important factor for the improvement of academic achievement. The aim of the study is to identify the academic achievement motivation among the students of class IX in the subject of geography.

The present study used a survey method, academic achievement questionnaire and motivation scale was distributed among five schools (rural and urban) in Bardhaman district of West Bengal. Researcher used mean, median, standard deviation, ANOVA, t test and Pearson's coefficient correlation to analyse the data.

The findings revealed, there is highly significant differences in academic achievement between the students and it is widely accepted that there is significant relation between academic motivation and student achievement.

Keywords: *academic achievement motivation, geography, secondary education.*

Introduction:

Children differ in their potentialities for learning. The complexity of the society affects the children in their achievements on school subjects. Main causes of learning disability of the students are due to the psychic and social factors. Geography is one of the very important subjects in West Bengal Board of Secondary syllabus.

Geography is the study of places and the relationships between people and their environments. Geography helps us to explore and understand space and place. The primary source set focuses on five themes of geography: location, place, human-environment interaction, movement, and region. So, all students must study geography.

The present researcher feels that the achievement of the students in geography will be affected by some personal and social factors. Out of several factors the prominent factor is academic motivation. So, the researcher investigate how far achievement of the geography depends on academic motivation.

Objectives of the Study:

- To estimate the extent of motivation of the learner.
- To find out the sex-wise and strata-wise differences of the achievement of the students in geography.
- To find out the effect of motivation on the achievement of the students in geography.

Delimitation:

- ❑ Content: Content was analyzed in terms of geography.
- ❑ Class: Class selected for applying tools(test) was classes IX.
- ❑ Area: The schools were selected from urban and rural areas.
- ❑ Sample: 200 students of five schools in Bardhaman District were selected.
- ❑ Number of children: Tools were administered on 200 students of class IX.

Hypotheses:

H1: The urban students would possess more ability in geography than that of the rural students.

H2: The urban boys would possess more ability in geography than that of the urban girls.

H3: The urban boys would possess more ability in geography than that of the rural boys.

H4: Academic achievement would be dependent on academic motivation.

Construction and Standardization:

- Content Area: The content area of the geography was taken from class IX West Bengal Board of Secondary Education. The questionnaire was made and standardised. The test items were constructed according to five dimensions:
 - Knowledge
 - Understanding
 - Problem Solving
 - Skills
 - Application
- Try out: The scale was tried out on a small sample and scoring was made.
- Administration: All the tools were administered on the students of class IX according to the date given by the head of the institution.

Analysis of Data:

After collecting the data, the scores were tabulated and analysed. The Researcher used mean, median, standard deviation, t-test, and coefficient of correlation.

Table 1: Academic achievement between urban students and rural students.

Variables	N	Mean	Std.Deviation	t-test
Urban Students	110	55.1	17.3	2.186
Rural Students	90	51.9	13.64	

Here the t-test is found 2.186. It is highly significant at 0.01 level. Degree of freedom is 197. So, the academic achievement of urban students would possess more ability in geography than that of the rural students.

Table 2: Academic achievement between urban boys and urban girls.

Variables	N	Mean	Std.Deviation	t-test
Urban Boys	50	58.9	16.42	2.130
Urban Girls	60	52	17.49	

Here the t-test is found 2.130. It is highly significant at 0.01 level. Degree of freedom is 107. So, the academic achievement of urban boys would possess more ability in geography than that of the urban girls.

Table 3: Academic achievement between urban boys and rural boys.

Variables	N	Mean	Std.Deviation	t-test
Urban Boys	50	58.9	16.42	2.72
Rural Boys	50	50.9	12.65	

Here the t-test is found 2.72. It is highly significant at 0.01 level. Degree of freedom is 97. So, the academic achievement of urban boys would possess more ability in geography than that of the rural boys.

Table 4: Relation between academic achievement and academic motivation of the students of class IX in geography.

Variables	N	Mean	Std.Deviation	Coefficient of Correlation(r)
Academic Achievement	200	52.9	15.538	0.3832
Academic Motivation	200			

Here the Pearson's Coefficient of Correlation or product moment (r) is found 0.3832. It is highly significant at 0.01 level. So, the academic achievement of the students of secondary schools would be dependent on academic motivation of the students.

Findings:

The coefficient of correlation between the scores in academic achievement test in geography and scores of academic motivation test is significant at the 0.01 level. It means that the achievements of the students would be dependent on the motivation of the students.

It is widely accepted that there is significant relationship between academic achievement and student's academic motivation.

Conclusion:

This study indicates the importance of conducting research with 200 number of students in Bardhaman district of West Bengal. The institution should encourage the students to develop the problem-solving ability, thinking, reasoning, etc., by arranging seminars, debate, talks delivered by intellectuals, discussion, etc., and should help students to gain correct and current information by making them study magazines, newspapers, journals, etc. The teachers should also help the students to make their concept clear. Academic motivation can also be enhanced by properly organising planned training programmes, workshop training, refresher courses, etc. Not only the whole responsibility goes to the schools for promoting academic motivation in the students, but it also depends on parents, neighbours, elders at home. Parents should be patient and should try to give all the answers of the children. Elderly persons of the family should maintain a homely atmosphere as the children's intellectual pursued by listening and understanding problems, queries and should try to solve them. Academic motivation is also influenced by affectionate parental behaviour. Sometimes academic motivation gets hampered by frustration, if children fail in any activities, then it develops frustration, depressions which block their goal to achieve. So, the children should be encouraged to develop their patience

and should continue the activity until the success or goal is achieved. Teacher should give proper teaching to students so that their motivation grows a lot in study.

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