



ACHIEVEMENT MOTIVATION OF 7TH STANDARAD STUDENTS IN RELATION TO SCHOOL ENVIRONMENT

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Abstract:

The present study was concentrated on the achievement motivation of 7th standard students in relation to and school environment. A sample of 200 7th standard students was chosen. By using the purposive sample technique, 200 people were chosen, with 100 from the rural and 100 from the urban areas (50 boys and 50 girls). The sample was gathered using a descriptive survey technique. The tools of Achievement motivation By Dr. Pratibha Deo and Asha Mohan (1983) and School Environment Inventory by Dr. Karuna Shankar Mishra (1983) Allahabad were used to collect the data. The t-test was used to ascertain the difference of means between variables. The findings of the study there is no significant difference in the level of Achievement motivation among the 7th standard students of urban area and rural area. there is no significant difference in the level of school Environment among the High School students of urban area and rural area. For this provisions Reinforcement at appropriate times plays a significant role in inspiring girls to learn and achieve academic goals in order to enhance the school environment for them. Rewarding rural male students on time helps greatly to their incentive to learn and achieve academic goals by lowering their achievement motivation.

Keywords: Achievement Motivation, School Environment, 7th standard Students

1. Introduction:

The desire to succeed and the drive for achievement have been referred to as achievement motivation. It describes the actions of a person who makes an effort to achieve something, to give it his all, and to outperform other people. Competition with a specific standard of excellence or performance is involved here. McClelland from Harvard University created the idea of accomplishment motivation. He described motives as a combination of change induced by a cue and anticipation of future change that is affecting dependent upon specific acts. Murray (1938) described achievement motivation as a particular drive to master, manipulate, or organize tangible things, people, or ideas, to do it as quickly and independently as possible, to overcome challenges and reach a high standard, to compete with and outperform others.

2. SCHOOL ENVIRONMENT:

The school is the most dynamic institution that adapts to the society's shifting requirements and demands. The principal and the teachers are addressing the social and psychological aspects of the children within a social-psychological framework. The term "school climate" is widely used to refer to the social and emotional aspects of the educational environment. As a result, education, school, and the school environment are the three key components of socializing pupils in the setting where they spend the majority of their time. As a result, the school atmosphere is a very important part of a student's life. A comfortable and encouraging educational setting gives students a sense of security. The characteristics of a school that have an impact on children's conduct and academic performance are referred to as the school environment.

3. Need and importance of the study:

Everyone wants a high degree of achievement motivation to achieve as a measure of one's performance in this world that is becoming more and more competitive. The focus of the entire educational system is on students' academic success, making it an ideal environment for study. Only when children are given a suitable and welcoming environment in the classroom can learning take place efficiently. School has long been thought of as a crucial component in a child's education because of the fundamental role it plays in shaping a person's innate potential. The facilities that instructors provide for students' learning as well as their various and dynamic roles in the classroom greatly influence a child's education and his levels of achievement. Considering that a positive school climate is crucial.

4. Review of related literature

Rana and Sharma (2019) studied 250 7th standard students were drawn from the sample, who have been chosen at random from eight schools in Tehsil Mendhar, District Poonch. The results showed that female students were more motivated to accomplish than male students, with all these differences being rather significant. On the Children's Perception of Parenting scale's five subscales— Democratic, Autocratic, Accepting, Rejecting, and Over demanding—female students had a more positive perception of their parents than did male students. Achievement motivation has no significant relationships with three of the subscales of the Children's Perception of Parenting Scale (Autocratic, Overprotecting, and Over demanding), but there are significant correlations for three of these (Democratic, Accepting, and Rejecting). School performance

and motivation for achievement are closely related. At each stage of comprehensive schooling, adaptive motivation is seen as a crucial prerequisite for a successful academic performance, while improved performance is anticipated to increase students' accomplishment motivation (Koenka, 2020; Vu et al., 2021).

Although academic performance and motivation for achieving goals are inversely correlated, empirical research has produced a wide range of results and, occasionally, connections between these constructs that are weaker than anticipated. In order to better understand the relationship between motivation and performance, investigated at typical motivation and performance patterns as well as their correlates in two cohorts of eighth-graders ($N_1 = 998$, $N_2 = 441$) and discovered both predicted and unexpected patterns of achievement motivation and performance. The degrees of motivation were substantially correlated with the results on the arithmetic and reading tests in two subgroups, especially those with low motivation and low performance (34% of the sample) and those with great motivation and good performance (18% of the population). The other two profiles, however, are low motivation and high performance.

4. OBJECTIVES

1. To study the Achievement Motivation of rural and urban 7th standard students.
2. To study the Achievement Motivation of 7th standard students on the basis of gender.
3. To study the School Environment of rural and urban 7th standard students.
4. To study the School Environment of 7th standard students on the basis of gender.

5. HYPOTHESES

1. There will be no significant difference in Achievement Motivation of students studying in urban and rural area 7th standard.
2. There will be no significant difference in Achievement Motivation of 7th standard students on the basis of gender.
3. There will be no significant difference in School Environment of 7th standard students studying in urban and rural school.
4. There will be no significant difference in School Environment of 7th standard students on the basis of gender.

6. SAMPLE:

From the schools in the Ludhiana District, a sample of 200 7th standard students was chosen. By using the purposive sample technique, 200 people were chosen, with 100 from the rural and 100 from the urban areas (50 boys and 50 girls). The sample was gathered using a descriptive survey technique.

7. TOOLS:

1. Achievement motivation By Dr. Pratibha Deo and Asha Mohan (1968)
2. School Environment Inventory By Dr. Khurana Shankar Mishra (1983)

8. RESULTS AND DISCUSSION:

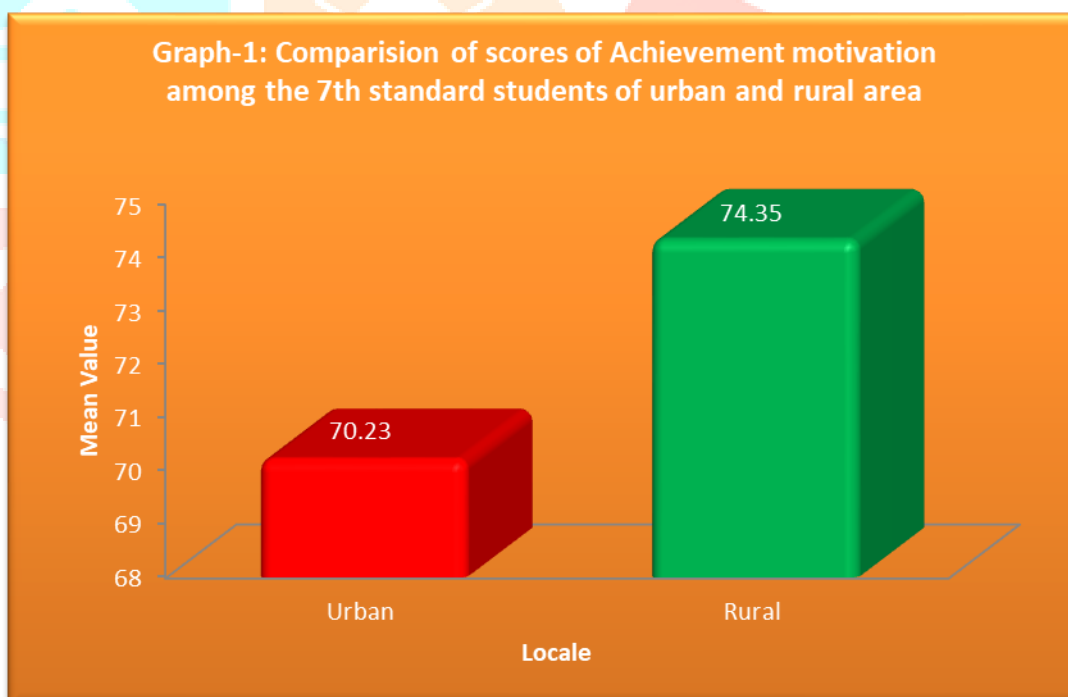
Hypotheses wise data analysis

- 1) **Hypothesis 1: There will be no significant difference in the level of Achievement motivation among the 7th standard students of urban and rural area.**

Table-1: t-ratior of scores of Achievement motivation among the 7th standard students of urban and rural area.

Variable	Group	N	Mean	S.D.	t-ratio	Significance
Locale	Urban	100	70.23	22.63	7.888	Significant at 0.05
	Rural	100	74.35	80.23		

Table 1 revealed that the mean scores of Achievement motivation of urban and rural 7th standard students as 70.23 and 74.35 respectively. The t-ratio is 7.888 with the $df = 198$ and the tabulated value is 1.97 which is significant at 0.05 level of confidence. This revealed that there is significant difference exists between mean scores of achievement motivation of urban and rural 7th standard students. Therefore, the hypothesis stating that “There is significant difference in the level of Achievement Motivation among the students of urban and rural area, stands accepted”.

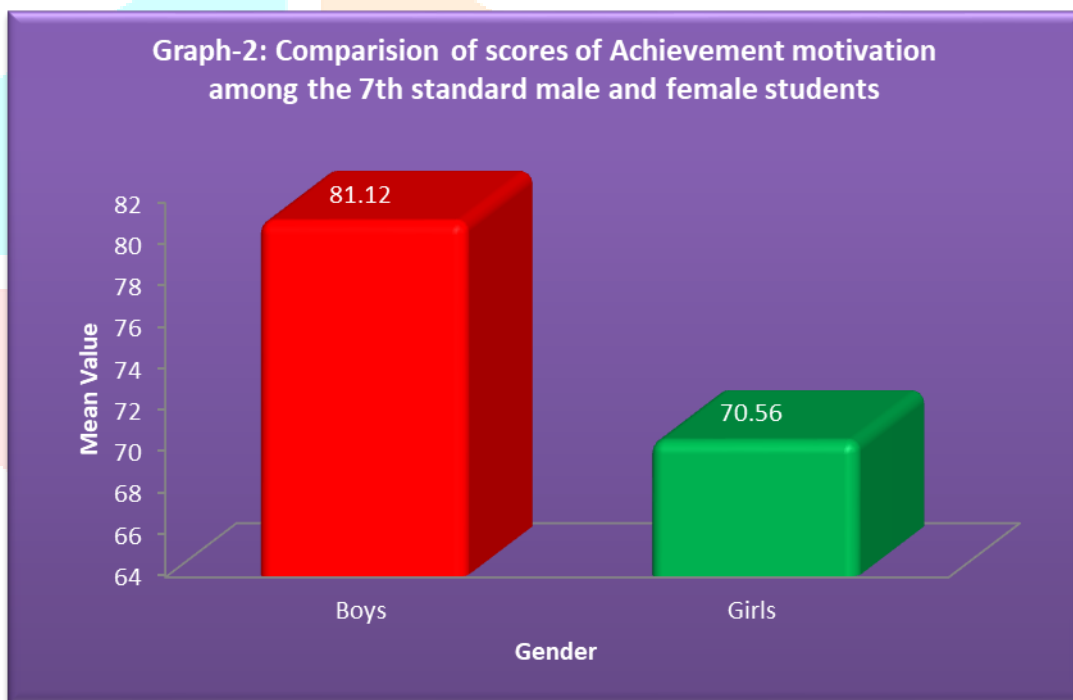


- 2) **Hypothesis-2: There will be no significant difference in the level of Achievement Motivation among the 7th standard students on the basis of gender.**

Table-2: t-ratio of scores of Achievement Motivation among the 7th standard students on the basis of gender.

Variable	Group	N	Mean	S.D.	t-ratio	Significance
Gender	Boys	100	81.12	10.231	8.256	significant at 0.05
	Girls	100	70.56	21.356		

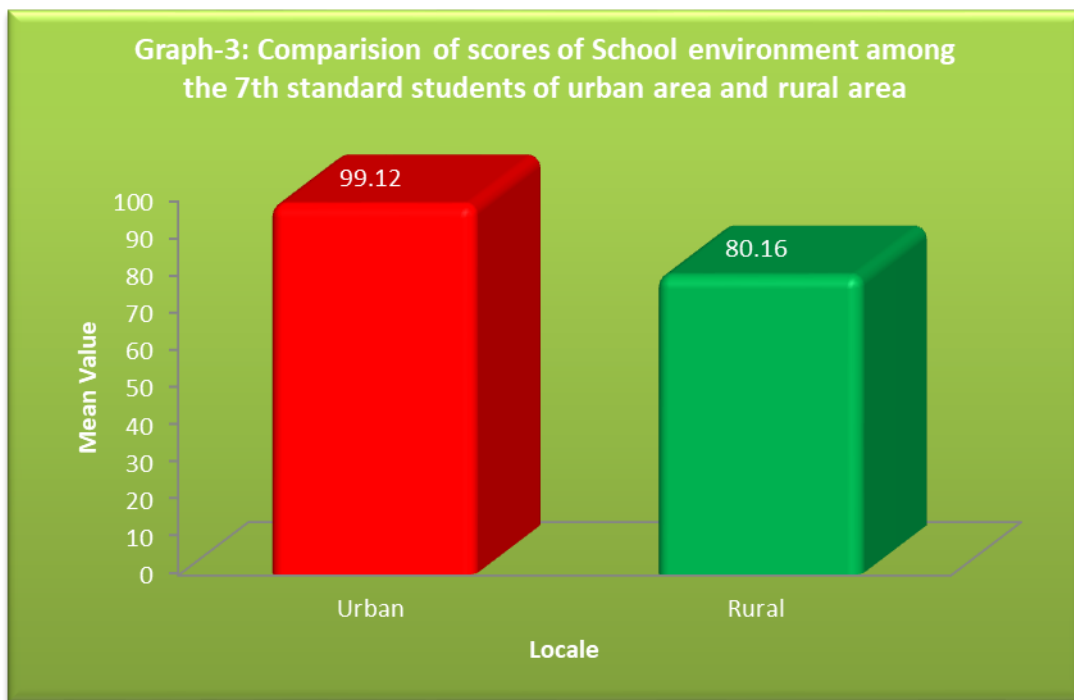
Table 2 revealed that the mean scores of Achievement Motivation of boys and girls of 7th standard students as 81.12 and 70.56 respectively. The calculated t-ratio is 8.256 with the df-198 and the tabulated value is 1.97 which is significant at 0.05 level of confidence. This revealed that there is a significant difference exists between mean scores of Achievement Motivation of boys and girls 7th standard students. Therefore, the hypothesis stating that “There is a significant difference in the level of Achievement motivation among the boys and the girls’ students”. Stands accepted.



- Hypothesis 3: There will be no significant difference in the level of School environment among the 7th standard students of urban area and rural area.**

Variable	Group	N	Mean	S.D.	t-ratio	Significance
Locale	Urban	125	99.12	13.25	7.561	significant at 0.05
	Rural	75	80.16	18.44		

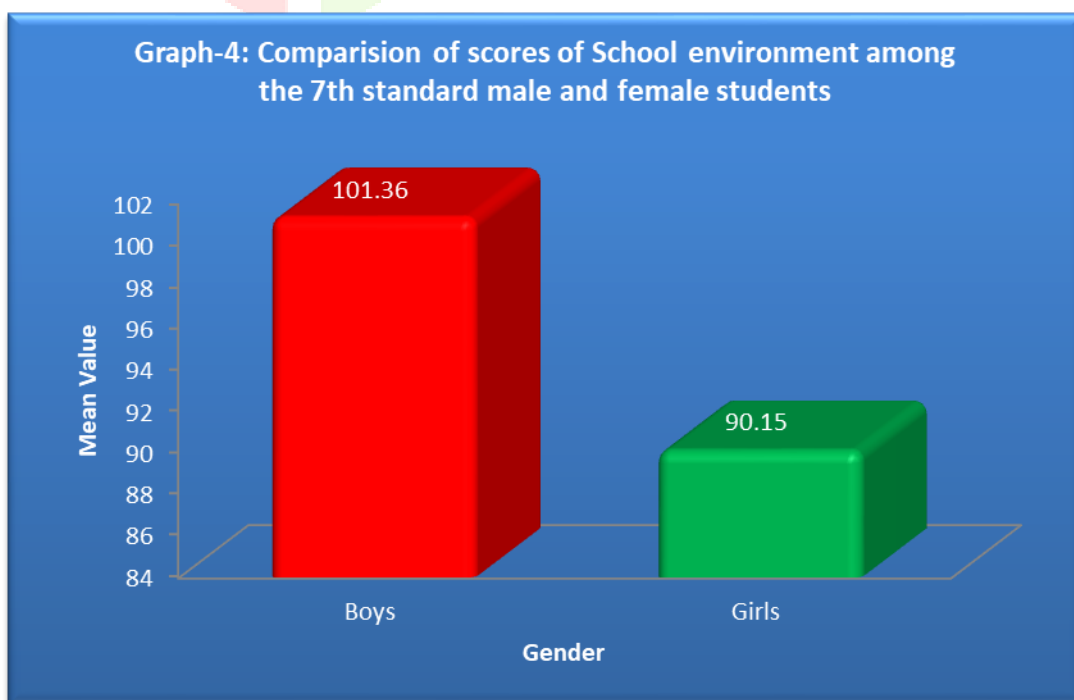
Table 3 revealed that the mean scores of school environment of urban and rural 7th standard students as 99.12 and 80.16. The calculated t-ratio is 7.561 with the df=198 and the tabulated value is 1.97 which is significant at 0.05 level of confidence. This revealed that there is a significance differences exist between mean scores of school environment of urban and rural 7th standard students. Therefore, the hypothesis stating that “There is a significant difference in the level of school environment among the 7th standard students of urban and rural area.” Stands accepted



Hypothesis 4: There will be no significant difference in the level of School environment among the boys and the girls of 7th standard.

Variable	Group	N	Mean	S.D.	t-ratio	Significance
Gender	Boys	110	101.36	12.16	5.641	significant at 0.05
	Girls	90	90.15	20.15		

Table 4 revealed that the mean scores of school environment among the boys and girls student as 101.36 and 90.15 respectively. The Calculated t-ratio is 5.641 with the d.f=198 and the tabulated value is 1.97 which is not significant at 0.05 level of confidence. This revealed that there is a significant difference exists between mean scores of school environment among the boys and girl’s student. Therefore, the hypothesis stating that, “There is a significant difference in the level of School environment among the boys and girl students,” stands accepted .



9. CONCLUSIONS:

On the basis of the statistical analysis of data, the following conclusions are drawn: 1. 2. 3. 4. Study reveals that there is significant difference in the level of Achievement motivation among the 7th standard students of urban area and rural area. Study reveals that there is a significant difference in the level of Achievement motivation among the boys and the girl students of 7th standard. Study reveals that there is a significant difference in the level of school Environment among the 7th standard students of urban area and rural area. Study reveals that there is a significant difference in the level of school Environment among the boy and the girl students of 7th standard.

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