



Achievement Motivation Among Muslim And Christian Female School Students Of Ranchi

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The present study was conducted to compare the achievement motivation among Muslim and Christian female school students of Ranchi. A total number of 120 female school students of class 9th and 10th studying in different schools were included in the sample. Academic Achievement Motivation Test developed by Dr. T. R. Sharma (1984) was used to compare the achievement motivation. The t-test was computed to assess the level of significance. The result revealed that achievement motivation among Muslim and Christian female school students were statistically not significant.

KEYWORDS: Achievement Motivation, Muslim, Christian, Female School Students.

INTRODUCTION

The factor which leads individuals to their goals is the drive. This drive is known as motivation. It may come from internal or external sources which presents in all human beings. For ever individual there is a variable driving force and it is a combination of factors that lead people to achieve their goals. Thus, motivation is defined as an internal drive that activates behavior and gives it direction.

Motivation is actually a goal oriented behaviors. Motivation is said to be intrinsic or extrinsic. Intrinsic motivation refers to motivation that is driven by an interest or enjoyment in the task itself and exists within the individual. Extrinsic motivation comes from outside of the individual. Motivation provides an important foundation to complete cognitive behaviors such as planning, organization, learning etc. Achievement motivation includes the concept of desire or desire to excel. It is an internal drive that motivates the individuals to literally commit a large portion of their lives to achieve a particular goal.

Achievement motivation is a widely used research topic in both the fields of psychology and education. Students who have high achievement motivation can perform better than the low achievers. From teacher's point of view, achievement motivation can be taken as active interest of students in the areas of learning. Also, achievement motivation is also a mentality to compete and compare with others. Achievement motivation is the tendency to endeavor for success and to choose goal oriented success and failure activities. Achievement motivation forms to be the basic for a good life. It is also seem that achievement motivated people seem to be more concerned with their personal achievement rather than the rewards of success.

Researches on achievement motivation are numerous, covering a wide variety of themes. In recent years, need of achievement has become a major sub-area in developing general theory of motivation. In some students the need for achievement is very high, while for others it is very low. Motivation is one of the factors that contribute to academic success.

Alam (2006), Moula (2010), Lekhi and Kaur (1995), Dewan (1996), and Baskaran (1991) found a significant relationship between achievement motivation and academic achievement of the adolescents. Harikrishan (1992) and Tripathy (2004) have also found that motivation is positively associated with academic achievement. Andrews (1967), Peipei, Li and Guirong (2007) have found that students with higher motivation always achieve greater success in examination. Therefore, achievement motivation has been considered as an important concept in the dynamics of human behavior.

RELEVANCE OF THE STUDY

The importance of the problem is realized for various reasons. The future of a nation depends upon the younger generations. Education is a necessary to explore the various aspects in academic achievement. The world is becoming more and more competitive. So, achievement motivation plays an important role in the student's life to achieve the success.

The proposed research envisages studying the achievement motivation among Muslim and Christian female school students of Ranchi from a multidimensional point of view.

METHODOLOGY

OBJECTIVE OF THE RESEARCH

- To study the significance of achievement motivation between Muslim and Christian female school students of Ranchi.

HYPOTHESIS

- There will be no significant difference between Muslim and Christian female school students of Ranchi on achievement motivation.

SAMPLE

The sample for the proposed research was selected on the basis of stratified random technique. The total number of sample was consist of 60 Muslim female school students and 60 Christian female school students of Ranchi studying in class 9th and 10th. The students were classified into 02 sample sub-groups (Table No.-3.1).

TABLE No.-1

SAMPLE DESIGN

Muslim female school students	Christian female school students
60	60

Total = 120

TOOLS

The following tools were applied in the present research for collection of data:-

1. Personal Data Questionnaire (PDQ): Personal Data Questionnaire developed by the researcher includes name, age, gender, name of school, parent's name, parent's occupation, etc.
2. Academic Achievement Motivation Test: T. R. Sharma (1984).

PLAN OF ANALYSIS

Appropriate statistical measures have been used for analyzing the collected data, such as Mean, Standard Deviation, t-test, etc.

RESULT AND CONCLUSION

TABLE-2

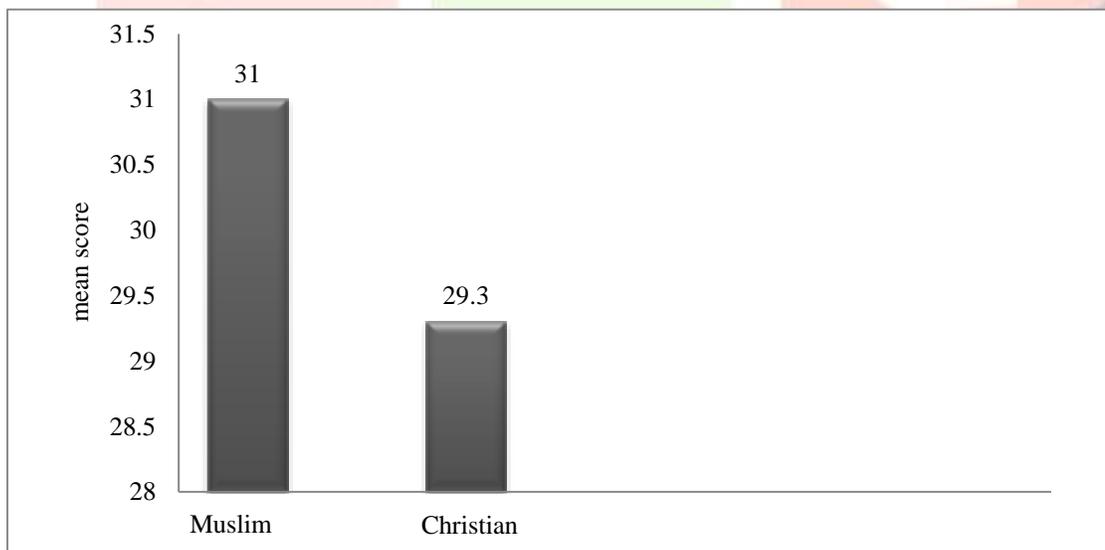
Comparison of achievement motivation among Muslim and Christian female school students

Subjects→ Variable↓	Muslim (60)		Christian (60)		t	P (level of significance)
	Mean	SD	Mean	SD		
Achievement Motivation	31	3.69	29.3	5.40	2.06	NS

NS= Not Significant.

FIGURE-1

Comparison of Mean score on Achievement Motivation among Muslim and Christian female school students



The table-2 and figure-1 reveals that the mean score on achievement motivation of Muslim and Christian female school students are 31.0 and 29.3 respectively. It means that Muslim female school students have better achievement motivation than Christian female school students but difference between Muslim and Christian female school students are statistically not significant.

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