

Achievement Motivation and Academic Achievement among College Students of Assam with Special Reference to Karbi Anglong District

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Abstract

Education plays an important role in our life. Every individual has to learn, acquire and develop knowledge in this competitive world through various means. Academic achievement has become an inevitable aspect of most children's lives especially in schools where great emphasis is placed on achievement right from the beginning of formal education to higher level of education. Academic achievement is not attributed by one single factor but to a large number of factors. The factors on which achievement depends is innumerable but one of the factors can be the learners' desire to achieve success, to perform well and to accomplish desired goals or in simple words on achievement motivation. In general achievement motivation is expectancy of finding satisfaction in mastery of difficult and challenging performance whereas in the field of education in particular it stands for the pursuit of excellence. The main objective of the study is to find out the relationship between achievement motivation and academic achievement among College Students of Assam with Special Reference to Karbi Anglong District.

Keywords: Achievement Motivation, Academic Achievement, College Students and Karbi Anglong District

Introduction:

Every year, every month, every day, step by step a person learns, feels, desires and is given the opportunity to learn. In the emerging world no one knows what tomorrow will bring. And so we must equip every man in every way and in every moment of his life and education can be one of the important sources to help a person to be a master of his fate and the captain of his destiny. Education is growth and growth never stops and motivation is the very heart of education. Adequate motivation not only sets in motion the activity which results in learning or education but also sustains and directs it. Motivation is defined as a force that generates energy to drive a person to do or accomplish something. According to behavioural experts and scientists, there are different types of motivation, one of which is achievement motivation. Achievement motivation is something that causes a person to make an effort to become successful and be goal oriented. The phenomenon of achievement has a long development process, having its beginning with Murray's (1938) explorations of personality. He used the term 'n-Ach' (need achievement) to refer to motivation that is instrumental in stimulating individuals, both children and adults, to strive towards achieving some goals. The theory of achievement motivation has been developed by David C. Mc Clelland at the Harvard University and John W. Atkinson at the University of Michigan. The need for achievement (n Ach) is commonly known as achievement motivation. Lindgren (1979) states that the n Ach relates to accomplishment, mastering,

manipulating and organizing the physical and social environment; overcoming obstacles and maintaining high standards work, competing through striving to excel one's previous performance, as well as rivaling and surpassing others. Heckhausen (1967) defined achievement motivation as, "The striving to increase or keep as high as possible one's own capability in all the activities in which a standard of excellence is thought to apply and where the execution of such activities can either succeed or fail". Mukharjee (1965) states that the need for achievement is characterized by a desire to attain a high standard of excellence of talent and to select tasks which are difficult and accomplishment, to increase self-regard by successful exercise of talent and to select tasks which are difficult and complicated. Mc. Clelland and his associated (1961) have reported that those with high achievement scores were concerned more directly with achieving success while high achievement scores were concerned more directly with achieving success while those with moderate or low need for achievement scores were security – minded and chiefly concerned with avoiding failure or with achieving minimal level of aspiration.

Any educative process is incomplete unless, we have knowledge of students' efficiency or the levels of learning of the student have reached. The only way to know and understand the product of learning of the children is with the help of their achievement or performance in a school subject or as a whole. Sound development in academic can well be matched with pillars or which entire future structure or personality stands and a good academic record of students in an index of an effective educational system. In more general term, academic achievement means the achievement of the pupils in so called academic subjects. Therefore, academic achievement may be defined as a measure of knowledge, understanding or skills in a specific subjects or a group for subjects.

Review of Related Literature:

Several studies which have been carried out with a view of surveying achievement motivation and academic achievement reflected in the following paragraphs below.

Lalitha (1982) conducted a study if achievement motivations among school going tribal children and a sample for the study comprised of 300 tribal and 146 non-tribal students in the age range of 12 to 18 years studying in classes VIII, IX and X were selected. The tribal students belonged to different tribes. The study revealed that there was no significant difference between the school achievement of high and low n - achievement of tribal and non-tribal groups.

In a study conducted by **Tripathi** (1986) on achievement motivation and its correlates of high school students of East U.P. it was found that achievement motivation of boys and girls was highly correlated with intelligence and achievement.

In a study carried out by **Rani** (1992) on the intelligence, SES, achievement motivation and academic achievement, the sample comprised of 500 boys and girls of science and arts groups. It was reported that all the groups showed a significant positive relationship between academic achievement and achievement motivation.

Alam (2001) conducted a study on academic achievement in relationship to socio-Economic status, anxiety level and achievement motivation and the study revealed a positive relationship between achievement motivation and academic achievement.

Rachna, Gupta and Shekhar (2011) carried out the study to investigate the gender related differences and differences across academic streams on achievement motivation among college students. The purposive

sampling method was used to select 80 undergraduate (40 males and 40 females) students of various colleges from Jammu region with age range of 18-23 years. As per research design of the study all 80 subjects were selected on the basis of gender (males and females) and academic streams stream (arts and science) using Achievement Motivation Scale. Data were analyzed using 't'-test. Significant difference was found in the achievement motivation of male and female college students.

On reviewing the literature, it has been found that that achievement motivation was related to academic achievement and there was no significant relationship in the need achievement between boys and girls. In addition, the sample of the different studies as reflected in the aforementioned literature comprise mostly of secondary school students and very less at the higher education level. Therefore, a need for the study on this context is felt.

Justification of the Study:

Education plays an important role in our life. Every individual has to learn, acquire and develop knowledge in this competitive world through various means. Academic achievement has become an inevitable aspect of most children's lives especially in schools where great emphasis is placed on achievement right from the beginning of formal education to higher level of education. Academic achievement is not attributed by one single factor but to a large number of factors. The factors on which achievement depends is innumerable but one of the factor can be the learners desire to achieve success, to perform well and to accomplish desired goals or in simple words on achievement motivation. In general achievement motivation is expectancy of finding satisfaction in mastery of difficult and challenging performance whereas in the field of education in particular it stands for the pursuit of excellence.

Statement of the Problem:

The present study will attempt to find out the achievement motivation and academic achievement among college students of Assam with Special Reference to Karbi Anglong District.

Operational Definition of the Terms used:

The operational definitions of the terms used in stating the problem are defined as follows:

- i) **Achievement Motivation:** The term achievement motivation refers to motivation stemming from a desire to perform well or a striving for success.
- ii) **Academic Achievement:** Academic achievement refers to how well someone does during their course of study and it also implies to the degree or level of successes obtained by students.

Objectives of the Present Study:

- To find out the level of achievement motivation of male and female college students.
- To find out the difference between male and female students with respect to their academic achievement.
- To find out the difference between male and female students with respect to their achievement motivation.
- To find out the relationship between achievement motivation and academic achievement.

Hypotheses:

- There is no significance difference between male and female students with respect to their academic achievement.
- There is no significance difference between male and female students with respect to their achievement motivation.
- There is no significant relationship between achievement motivation and academic achievement.

Methodology:

Research Design: Descriptive survey method was used for the present study.

Sample: The sample for the study consists of 300 college students of Karbi Anglong district which are randomly selected. Out of which 150 students are Male and 150 students are Female.

Delimitation: The study is delimited to only 6 colleges of Karbi Anglong district.

Tool used: The tools used for assessment of the selected samples are :

1. Deo – Mohan Achievement Motivation (n-Ach) scale developed by Pratibha Deo and Asha Mohan (1985).
2. The score for the academic achievement of students were obtained from the Selection Examination conducted by varied colleges.

Statistical Techniques: The data were analyzed by applying percentage, t-test and r.

Results of the study:

Objective 1: To find out the level of achievement motivation of male and female college students.

Table 1: Showing the Level of Achievement Motivation of Male and Female College Students.

Sl. No.	Category	Range of Scores	Male%	Female%	Total
1.	High Achievement Motivation	+1.26 and above	6	13	9.5
2	Average Achievement Motivation	-1.25 to + 1.25	80	72	76
3	Low Achievement Motivation	-1.26 below	14	15	14.5
Total			100	100	100

Interpretation:

The above table shows that majority 80% male 72% female and 76% of the total sample have achievement motivation, followed by low achievement motivation with 14%, 15% and 14.5% of male, female and total sample respectively. While 6%, 13% and 9.5% male and female and total sample respectively have high achievement motivation.

Objective 2: To find out the difference between male and female students with respect to their academic achievement.

Table 2: Showing the Difference between Male and Female Students with respect to their Academic Achievement

Gender	N	Mean	SD	Df	't' computed value	't' critical or table value	Level of Significance
Male	150	256.29	78.10	298	0.09	1.97	Not significant at 0.05 level
Female	150	241.46	71.69				

Interpretation:

From the above table it can be observed that Mean score of Male students is 256.29 and that of female students is 241.46. And the SD for the same group is 78.10 and 71.69 respectively. The t-value is 0.09 which is not significant at 0.05 level. It can be concluded that there is no significant difference in achievement motivation between male and female students. Therefore, Null hypothesis is not rejected at 0.05 level.

Objective 3: To find out the difference between male and female students with respect to their achievement motivation.

Table 3: Showing the Difference between Male and Female Students with respect to their Achievement Motivation.

Gender	N	Mean	SD	Df	't' computed value	't' critical or table value	Level of Significance
Male	150	139.91	19.67	298	0.03	1.97	Not significant at 0.05 level
Female	150	144.48	21.89				

Interpretation

From the above table it can be observed that Mean score of Male students is 139.31 and that of female students is 144.48. And the SD for the same group is 19.67 and 21.89 respectively. The t – value is 0.03 which is not significant at 0.05 level. It can be concluded that there is no significance difference between male and female students with respect to academic achievement. Therefore, Null hypothesis is accepted at 0.05 level.

Objective 4: To find out the relationship between achievement motivation and academic achievement.

Table 4: Showing the out the relationship between achievement motivation and academic and achievement

Variables	N	Df	R	Level of Significance
Achievement Motivation	300	298	0.02	Significant at 0.01 level
Academic Achievement				

Interpretation

From the above Table it is observed that the $r = 0.22$ and it is significant at 0.01 (.18) level of confidence. Therefore, it can be concluded that there is a positive significant relationship between achievement motivation and academic achievement. Thus, null hypothesis is rejected.

Conclusion

From the above study we can conclude that both male and female have average achievement motivation and there is no significant difference between male and female with respect to achievement motivation. It has also been observed that there is no significant difference between male and female students with respect to the academic achievement. Further, it has been found that there is a positive significant relationship between achievement motivation and academic achievement which means that as students' achievement motivation increases the academic achievement also increases.

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