Achievement Motivation and Achievement of Higher Secondary Students of Kanyakumari District

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Abstract

Motivation is imperative because it affects our lives every day. Motivation is the innate drive for all of our activities. All of our behaviors, actions, hope, and beliefs are altered by our inner drive to flourish. Our motives for achievement can range from living needs to satisfying creative needs or realizing success in competitive endeavors. These basic physiological motivational drives alter our natural behavior in different environments. Motivation refers to the dynamics of our practice, which involves our needs, desires, and ambitions in life. It can be well-defined as the driving force trailing all the actions of an individual. The influence of an individual's needs and enjoy both have a substantial impact on the direction of their behavior. It is placed on your feelings and achievement-related goals. There are different forms of motivation, including external, intrinsic, physiological, and achievement motivation. There are also more adverse forms of motivation. Attainment motivation is based on reaching success and achieving all of our desire in life. It has been imagined in many diverse ways. It can be forwarded as the need for progress or the attainment of quality. Individuals will fill their needs through different means and are driven to succeed for varying reasons, both internal and external. Achievement motives include the need for success and the fear of failure. These are the more predominant reasons that direct our behavior towards positive and negative consequences. The goals of the study were to find the levels, to find the significant association of achievement motivation and achievement based on locality, type of management, type of family and monthly income and to see the correlation between Achievement Motivation and Achievement. Survey Method was used for the present study. 300 higher secondary students were accepted by casual sampling technique from the more senior secondary schools of Kanyakumari district. Percentage Analysis, Mean, Standard Deviation, Chi-square, and Correlation were the statistical techniques used. SPSS analyst zed data and the results arrived. Based on the findings, suggestive measures for improvement were provided.

Keywords: Achievement, Achievement Motivation, Motivation, Motives, and Drives.

Introduction

Humans are social beings whose views and beliefs are susceptible to many varying factors around them. The insights and conclusions dynamically influence the human mind and the resultant actions. More often than not, an effort or a set of actions taken by a human being eventually control their performance. A motive is a process that positively influences the thoughts, beliefs & perceptions, thereby enhancing the performance of human beings. It is more appropriate in academics, where the motivation of a student significantly contributes to his or her academic attainment. There are many factors, which would negatively affect the motive level of a person or a group of peoples like, fear of unknowns, lack of transparency of purpose, complexity of tasks in hand, dislike in making an effort or pursuing a curriculum due to thoughts or even based on an informed inference, mismatch in the skills possible with that of the ability required to perform a job or to attempt an academic curriculum , lack of proper training to complete a task or inadequacy in teaching to impart a particular curriculum, psychological pressures due to domestic situations, peer group pressures, conflicting sociological effects etc.

Achievement Motivation

In everyday life, individuals attempt to be responsible for their activities. In the past decade, many theorists have utilized a social-cognitive achievement goal approach in accounting for individuals conation for aptitude. Motivation is described as those internal and external forces that trigger actions that persist until a specific goal is achieved (Daft, 2006). It provides an essential basis to complete cognitive behavior such as planning, organization, decision making, learning, and assessments (Pintrich & Schunk, 2005). Success motives can be seen as direct predictors of achievement-relevant situations. Thus, performance motives are said to have an indirect or distal influence, and achievement goals are said to have a direct or proximal impact on achievement-relevant outcomes (Elliot & McGregor, 1999). A performance goal is generally described as the purpose of fighting in a task, and the specific type of goal taken on creates a structure for how individuals experience their achievement pursuits. Achievement goal theorists usually identify two distinct ideas toward competence: a performance goal focused on representing strength when compared to others, and a mastery goal focused on the development of capability and task mastery. Performance goals are hypothesized to produce susceptibility to specific response patterns in achievement settings such as preferences for straightforward tasks, withdrawal of effort in the face of failure, and reduced task satisfaction. Education goals can lead to a motivational pattern that creates a decision for moderately challenging tasks, resolution in the face of failure and increased appreciation of responsibilities (Elliot & Church, 1997).

Performance goals are observed as more solid cognitive representations guiding individuals toward a specific end. There are three types of these performance goals: a performance-approach goal, a performance-avoidance goal, and a government goal. A performance-approach goal is focused on attaining competence relative to others, a performance-avoidance goal is centered on evading incompetence relative to others, and a mastery goal is focused on the development of expertise itself and task mastery. Achievement goals can influence the way a person makes an effort and represent a desire to show competence (Harackiewicz et al., 1997). Most of our goals are incentive-based, and package varies from necessary hunger to the need for love and the formation of mature sexual relationships.

Need and Significance of the Study

Everyone must achieve and a fear of failure, but these requirements vary from person to person and from situation to state. It is more than applicable in academics, where the impulse of a student dramatically pays to his or her academic performance. The essential ingredient of learning about the mental and sociological perspectives of adolescent students is their achievement and motivation. Achievement motivation naturally refers to the level of one's motivation to engage achievement behaviors based on the interaction of such parameters as the need for achievement, the hope of success, and the incentive value of success. Somebody differ in their strength of motive to achieve, and various activities vary in the challenge they pose and the chance they offer for expression of these motives. The very same person may be more powerfully motivated at one time than at another time, even though in most circumstances, he or she may typically tend to be more interested in achieving than others. Thus, the present study.

Statement of the Problem

- Motivation is widely heard as a critical driver (or enabler) to entrepreneurial intent and success (Thompson, 2004).
- Motivation is broadly recognized as a critical driver to success. Need for achievement is most celebrated for those individuals who have a strong desire to outshine. Achievers seek neither power nor approval; instead, their only focus is on accomplishment. They can see the correlation between the level of effort they exert and the success that outcomes. In a society where success is highly valued, it demands the individual's need for attainment. Hence the present study is entitled as Achievement Motivation and Achievement of Higher Secondary Students of Kanyakumari District.

Objectives of the Study

- To find the level of Achievement Motivation of

Higher Secondary Students.

- To find the level of Achievement of Higher Secondary Students.
- To find if there is a significant association in the Achievement Motivation of Higher Secondary Students based on the background variables, namely locality, type of management, type of family, and monthly income.
- To find if there is a significant association in the Achievement of Higher Secondary Students based on the background variables, namely, locality, type of management, type of family, and monthly income.
- To find the correlation between Achievement Motivation and Achievement of Higher Secondary Students.

Methodology

Normative Survey Method was developed for the study.

Sample

300 class XI students were defended from the higher secondary schools of Kanyakumari District using Random Sampling Technique.

Tools

Rao's Achievement Motivation Questionnaire obtained used for the study. Half-yearly examination marks were bought for Academic Performance.

Statistical Measures Used

Percentage Analysis, Mean, Standard Deviation, Chi-Square, and Correlation were the analytical techniques used for the study.

Analysis of Data

Table 1 Frequency and Percentage of Students in Each Category for Achievement Motivation

Level	Frequency	Percentage
Low	97	32.33
Average	121	40.33
High	82	27.33
Total	**300**	**99.99**

Table 2 Frequency and Percentage of Students in Each Category for Achievement

Level	Frequency	Percentage
Low	100	33.33
Average	100	33.33
High	100	33.33
Total	**300**	**100.00**

Table 3 Locality Wise Significant Association in the Achievement Motivation of Higher Secondary Students (Part I)

			Locality		Total
			Rural	**Urban**	
Achievement Motivation	Low	Count	35.0	62.0	97.0
		Expected Count	48.5	48.5	97.0
	Average	Count	66.0	55.0	121
		Expected Count	60.5	60.5	121
	High	Count	49.0	33.0	82.0
		Expected Count	41.0	41.0	82.0
Total		**Count**	150	150	300
		Expected Count	150	150	300

Table 4 Type of Management Wise Significant Association in the Achievement Motivation of Higher Secondary Students

			Type of Management			Total
			Govt	Aided	Private	
Achievement Motivation	Low	Count	36.0	34.0	27.0	97.0
		Expected Count	32.3	32.3	32.3	97.0
	Average	Count	41.0	34.0	46.0	121
		Expected Count	40.3	40.3	40.3	121
	High	Count	23.0	32.0	27.0	82.0
		Expected Count	27.3	27.3	27.3	82.0
Total		Count	100	100	100	300
		Expected Count	100	100	100	300

Table 5 Type of Family Wise Significant Association in the Achievement Motivation of Higher Secondary Students

			Type of Family		Total
			Nuclear	Joint	
Achievement Motivation	Low	Count	79.0	18.0	97.0
		Expected Count	83.1	13.9	97.0
	Average	Count	107	14.0	121
		Expected Count	103.7	17.3	121
	High	Count	71.0	11.0	82.0
		Expected Count	70.2	11.8	82.0
Total		Count	257	43.0	300
		Expected Count	257	43.0	300

Table 6 Monthly Income Wise Significant Association in the Achievement Motivation of Higher Secondary Students

			Monthly Income			Total
			Up to 5000	Up to 15000	Above 15000	
Achievement Motivation	Low	Count	71.0	23.0	3.00	97.0
		Expected Count	72.8	21.3	2.90	97.0
	Average	Count	88.0	29.0	4.00	121
		Expected Count	90.8	26.6	3.60	121
	High	Count	66.0	14.0	2.00	82.0
		Expected Count	61.5	18.0	2.50	82.0
Total		Count	225	66.0	9.00	300
		Expected Count	225	66.0	9.00	300

Table 7 Locality Wise Significant Association in the Achievement of Higher Secondary Students (Part II)

			Locality		Total
			Rural	**Urban**	
Achievement Motivation	Low	Count	51.0	49.0	100
		Expected Count	50.0	50.0	100
	Average	Count	62.0	38.0	100
		Expected Count	50.0	50.0	100
	High	Count	37.0	63.0	100
		Expected Count	50.0	50.0	100
Total		**Count**	150	150	300
		Expected Count	150	150	300

Table 8 Type of Management Wise Significant Association in the Achievement of Higher Secondary Students

			Type of Management			Total
			Govt.	**Aided**	**Private**	
Achievement Motivation	Low	Count	70.0	26.0	4.00	100
		Expected Count	33.3	33.3	33.3	100
	Average	Count	22.0	52.0	26.0	100
		Expected Count	33.3	33.3	33.3	100
	High	Count	8.00	22.0	70.0	100
		Expected Count	33.3	33.3	33.3	100
Total		**Count**	100	100	100	300
		Expected Count	100	100	100	300

Table 9 Type of Family Wise Significant Association in the Achievement of Higher Secondary Students

			Type of Family		Total
			Nuclear	**Joint**	
Achievement Motivation	Low	Count	81.0	19.0	100
		Expected Count	85.7	14.3	100
	Average	Count	84.0	16.0	100
		Expected Count	85.7	14.3	100
	High	Count	92.0	8.00	100
		Expected Count	85.7	14.3	100
Total		**Count**	257	43.0	300
		Expected Count	257	43.0	300

Table 10 Monthly Income wise Significant Association in the Achievement of Higher Secondary Students

			Monthly Income			Total
			Up to 5000	Up to 15000	Above 15000	
Achievement Motivation	Low	Count	87.0	12.0	1.00	100
		Expected Count	75.0	22.0	3.00	100
	Average	Count	8.0	20.0	0.00	100
		Expected Count	75.0	22.0	3.00	100
	High	Count	58.0	34.0	8.00	100
		Expected Count	75.0	22.0	3.00	100
Total		**Count**	225	66.0	9.00	300
		Expected Count	225	66.0	9.00	300

Table 11 Karl Pearson's Coefficient of Correlation between Achievement Motivation and Achievement

Variables	Correlation Value	S	Statistical Inference
Achievement Motivation vs Achievement	0.172	S	Low Positive Relation

Major Findings of the Study

The level of Achievement Motivation of higher secondary students is Average.

- The level of Achievement among higher secondary school students is an equal distribution of the sample in each category.
- There is a significant association in the Achievement Motivation of higher secondary school based on Locality.
- There is no significant association in the Achievement Motivation of higher secondary students based on Type of Management, Type of Family, and Monthly Income.
- There is a significant association in the Academic Performance of higher secondary school based on Locality, Type of Management, and Monthly Income.
- There is no significant association in the Achievement of higher secondary students based on Type of Family
- There is a low positive correlation between Achievement and Achievement of more upper secondary students.

Suggestive Measures for Improvement

In light of the findings of that study, the following indicative measures for improvement are made to ensure active for the development of the right level of achievement motivation towards attainment among students. Counseling programs in the teachers should be susceptible to psychological goods and values of the students considering they are enduring traits on which their achievement rests. The government shall implement counseling as a program to the teachers, and it should be made more practical in inaugural rather than the present situation where all the guidance counselors' function principally as lecturers. This can be performed through the enterprise of a separate and functional diagnostic and counseling unit in which the counselors as representatives of the higher academic bodies. Significant improvement of achievement motivation of education, students have to represent through formal therapy classes emphasizing the self-attribution sittings. Administrators shall offer therapy classes for the students. Teachers shall interact with students at close range to identify maladaptive behaviors that tend to hinder the development of a proper level of achievement motivation in the students. Teachers, parents, and environment play a vital role to start planning motivation for a pleasing achievement instead of risking and failing in later ages. Teachers, parents, shall facilitate the development of their wards of the correct type of achievement

motivation through persistent encouragement and timely providing of their educational needs. Students shall be recognized even for their small works and achievements. For students, they need is everything to make into reality. So, guidance shall be given to write a list of everything daily; they have done to help them self to reach their goal, including thoughts and actions. A positive mindset is critical when it comes to finding motivation and rejoicing success. Practice them to have a positive attitude. Help them to define their goal for motivation and achievement. Inspiring books, podcasts, videos, and quotes can all do the trick when it comes to pushing our minds in the zone for success.

Conclusion

Unfortunately, not all students can perform reasonably in class, and there is a considerable percentage of students who accomplish little in class. Any activities, both curricular and co-curricular what they carry out under the close supervision of their guides with adequate counseling and required support at all times helps them to develop a better achievement motivation and study habits and thereby their academic performance also. Thus, the teacher plays a central role in the classroom, since both, achievement motivation of students and classroom climate depend on teachers attitude and mental ability. When the relationship between the teacher and the learner is one of friendliness, maximum education takes place, and learning becomes an enjoyable practice to the learner.

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