

# A Study on Achievement Motivation among High School Students

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**Abstract.** This study examines the Achievement Motivation among High School Students. 300 samples were collected by random sampling techniques in different high schools from Kanchipuram district. The survey method was adopted for this study. Null hypotheses were adopted. This study examines the level of Achievement Motivation, significant differences based on gender and type of family. The result shows the greater number of high school students possess a moderate level of Achievement Motivation and the girls are better than boys in Achievement Motivation. There is no significant difference in the Type of Family.

**Index Terms-** Achievement Motivation, High School Students, Gender Differences, Type of Family, Educational Psychology

## I. Introduction

In any civilization, education is essential for progress at the individual, social, cultural, and economic levels (Roy, 2019). Education is crucial because it promotes creativity across a wide range of fields, eases the flow of knowledge worldwide, and enhances pupils' ability to function globally. In today's competitive and quickly evolving educational environment, high school students are at the vanguard of scientific innovation and have a significant impact on the political, social, and economic realms through their quality education and future potential. For lifelong learning and to compete in the rapidly evolving labour market, pupils must thus learn to overcome obstacles and concentrate on academic achievement. Achievement motivation refers to the drive or desire to pursue success and excel in endeavors, often influenced by both personal characteristics and environmental factors.

Achievement motivation also fosters the growth of critical thinking, problem-solving abilities, and resilience—all of which are essential for both professional and personal success. Enhancing students' cognitive ability to set and pursue long-term goals while fostering the drive and determination to accomplish them is the foundation of achievement motivation (Lakhani & Chandel, 2017; Briones & Flores, 2010). Achievement motivation is a vital psychological factor in shaping future academic success. Achievement motivation is crucial for students' academic success, self-concepts, and beliefs about their abilities from an early age.

### **Need and Significance of the Study**

The significance of achievement motivation has accomplishment nowadays; every parent sets goals for their child's schooling since motivation has increased to that level. Students' educational paths, personal growth, and contributions to more significant social advancement are all impacted by achievement motivation. Recent studies have also focused a lot of attention on the role that achievement motivation plays in learning and accomplishment. Achievement motivation has a significant impact on students' academic achievement by influencing their attitudes and actions. Achievement motivation is essential to excellent instruction and competition with a specific benchmark for excellence in performance. Achievement Motivation (AM) is rooted in encouraging students to realise their aspirations and desires, improving their cognitive capacity to establish and pursue long-term goals while promoting the drive and determination to achieve them. Thus, this topic was chosen as the research problem by the investigator.

### **Objectives of the Study**

- To Find Out The Level Of Achievement Motivation Of High School Students.
- To Find Out Whether There Is Any Significant Difference In Achievement Motivation Of High School Students Based On Gender.
- To Find Out Whether There Is Any Significant Difference In Achievement Motivation Of High School Students Based On Type Of Family.

### **Hypotheses of the Study**

- The Level Of Achievement Motivation Of High School Students Is Moderate.
- There Is No Significant Difference In Achievement Motivation Of High School Students Based On Gender.
- There Is No Significant Difference In Achievement Motivation Of High School Students Based On Type Of Family.

## **II. Method Of Study**

The Investigator Has Selected Survey Method For This Study Entitled A Study On Achievement Motivation Among High School Students.

### **Sample**

In The Present Study Stratified Random Sampling Techniques Was Adopted. A Sample Of 300 High School Students Was Selected From Different High Schools Of Kanchipuram District.

### **Tools Used**

Prof.Pratibha Deo And Dr.Asha Mohan (2005) Achievement Motivation Scale Was Used For This Study.

### **Statistical Techniques**

Following Statistical Techniques Have Been Used In Interpreting And Analyzing The Collected Data.

### **Mean and Standard Deviation**

T-Test

## **III. Analysis and Interpretation of Data**

Hypothesis: 1 The Level Of Achievement Motivation Of High School Students Is Moderate.

Table 1.1 Level Of Achievement Motivation Of High School Sudents

Variables	Low	%	Moderate	%	High	%
Achievement Motivation	99	33	120	40	81	27

Achievement Motivation is low for 33%, moderate for 40% and high for 27% of high school students. Hence, it is concluded that a greater number of high school students possess a moderate level of achievement motivation.

**Hypothesis: 2** There is no significant difference in Achievement Motivation of High School students based on Gender.

Table: 1.2 Significance of mean difference between Boys and Girls in Achievement

**Motivation of High School Students**

Motivation of High School Students						
Variables	Gender				T- value	P value
	Boys (N=468)		Girls (N=412)			
	Mean	SD	Mean	SD		
Achievement Moti- vation	129.32	20.784	140.64	19.404	8.317	<0.001* *

Note: \*\* Significant at 0.01 level

It could be inferred from 't' values presented in the above table 1.2 that achievement motivation there exists significant difference between boys and girls which is significant at 0.01 level. It is observed from the mean values that in the achievement motivation, girls are better than boys.

Hence, the formulated hypothesis that there will be no significant difference between boys and girls in the Achievement motivation of High School Students stands rejected.

**Hypothesis: 3** There is no significant difference in Achievement Motivation of High School students based on Type of Family.

Table: 1.3 Significance of mean difference between the High School Students Achievement Motivation based on Type of Family

Variables	Type of Family				t value	P value
	Joint (N=120)		Nuclear (N=180)			
	Mean	SD	Mean	SD		
Achievement Motivation	136.76	20.315	134.43	21.147	0.211	0.833 NS

It could be inferred from 't' values given in the above table 1.3 that in achievement motivation, there exists no significant difference between the students based on type of family. This infers that all the students are similar in the above-mentioned variable irrespective of their type of family.

Hence, the formulated hypothesis that there will be no significant difference between the students in Achievement Motivation based on type of family is accepted.

### **Findings**

- The greater number of high school students possess a moderate level of Achievement Motivation.
- The girls are better than boys in Achievement Motivation. Hence the formulated hypothesis that there will be no significant difference between boys and girls in the Achievement motivation of High School Students stands rejected.
- All the students are similar in their Achievement Motivation irrespective of their type of family. Hence, the formulated hypothesis that there will be no significant difference between the students in Achievement Motivation based on type of family is accepted.

### **Limitations of the Study**

The limitations of the present investigation are as follows.

- The present study is confined to High School students situated at Kanchipuram district only.
- The selected sample was restricted only to Government, Government Aided, and Self-financing High School students situated at Kanchipuram district only.
- Although there may be some other factors that can enhance the Achievement Motivation, this study will be restricted only to those factors identified in this study.
- The medium of instruction considered for the present study is restricted only to English and Tamil medium High School Students.
- The sample taken from the population is restricted only to 300 High School Students situated at Kanchipuram district only.

## **IV. Educational Implications of the Study**

The present study has significant implications for education and other related fields.

- The present study can help to identify the level or present status of Achievement Motivation among High School Students
- The present study will help to provide academic support and interventions for high school students to improve their academic performance.

## **V. Conclusion**

Achievement motivation is a vital psychological factor in shaping future academic success. Achievement motivation is crucial for students' academic success, self-concepts, and beliefs about their abilities from an early age.

## **References**

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