

# A Correlational Study of Achievement Motivation and Academic Achievement of the Elementary School Students

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**Abstract** – Achievement Motivation is an important variable for success in any field of life. Children with good Achievement Motivation can succeed in the different endeavors of life. Academic Achievement is the base for success in life. For the success of a country, more of its youth should have high Academic Achievement. In the present investigation an attempt has been made to study of the correlation of Achievement Motivation and Academic Achievement of the elementary school students. The sample of the study consisted of 1000 students of class five to class eight drawn from government schools of four districts of Nagaland i.e., Kohima, Dimapur, Wokha and Peren. Deo-Mohan Achievement Scale was used to measure the achievement motivation of the students. – Examination marks from the official records of the school were taken for knowing the academic achievement of the students. The results of the study revealed that achievement motivation is positively related to academic achievement and majority of the student possessed average achievement motivation and low and very high achievement motivation were possessed by minority of the students. Gender and Locality of the students does not influence the Achievement Motivation of the students. The study suggests that with proper tutoring and guidance Achievement Motivation can be improved and that can be channelized for improving the Academic achievement of the students.

**Keywords** – Achievement, Academic, Correlation, Elementary Education, Motivation.

## I. INTRODUCTION

The future of a country depends of its bright and intelligent youth who can take the country forward in the different fields on the National and International scenario. In today's scenario science and technology has a very important role to play in taking the country forward globally. Therefore, Academic Achievement of the young generation is very important for the development of the country. The students who has the motivation to excel in Academic field stands apart from their counterparts and play an important role in the overall upliftment of the country. Generally speaking, Achievement motivation is expectancy of finding satisfaction in mastery of different and challenging performance whereas in the field of education, in particular it stands for the pursuit of excellence (Chauhan, 2004). Achievement motive may be considered as a disposition to approach success or a capacity for taking pride in accomplishment when success at one or another activity is achieved

There is wide variety of individual differences in achievement motivation (Mangal, 1994). The person having a greater degree of achievement motive are found to have

a peculiar level of aspiration while the person having low degree of achievement motive will either not like to take any task in hand or will choose most simple and easy task or will choose most difficult task where there is no chance for success (Chauhan, 2004) Thereby he choose such activities which minimize his anxiety about failure. On the other hand, the person in whom achievement motive is stronger, is more motivated to achieve, tries to maximize his own anxiety about failure, struggles hard for getting success and derive maximum pleasure from success.

Moreover elementary education plays a very important role in the life of a child. This is because it constitutes a very vital part of the entire structure of education. Therefore, sound elementary education lays the basic foundation for secondary and higher education (Shukla, 2003). Hence, the investigator feels that setting the stage for the achievement of the youth is thus a fundamental obligation of the educational system at the school stage. Therefore, through this study an attempt is made to find out the correlation between achievement motivation and academic achievement in the state of Nagaland. This state is located in the extreme north east corner of the country. Hence, due to geographical barriers the pace of development of the state is cut off from the main land India (Kummar, 1993). There are a number of schools and colleges in the state. However, after passing from the schools and colleges, the students of the state when they go out searching for employment they have to compete with students from the other parts of India (Kiremwati, 1995). As the state does not provide good employment opportunities to the countless students that pass every year, the students of the state end up being unemployed when they cannot compete with the much knowledgeable and talented students of the other states. Only a handful of students get good placements outside while others are left frustrated in jobs lower than their qualification or are unemployed and involved in anti-social activities. Hence, from the grass root level students should be motivated to achieve high in the academic field so that they can compete with the students of the other states. Since no study has been done in the state so far on the correlation between Achievement Motivation and Academic achievement, the investigator decided to take up the area. The investigator used Deo-Mohan Achievement Motivation scale to assess the Achievement Motivation. The investigator felt that the study will give an insight to the policy makers and researchers to make the necessary changes for the upliftment of the academic achievement of the state in particular and India in general.

## II. OBJECTIVES OF THE STUDY

1. To study the Achievement Motivation of the students in the elementary schools.
2. To find the co-relation between Achievement Motivation and Academic Achievement.
3. To assess the difference in the Achievement Motivation with respect to gender.
4. To assess the difference in the Achievement Motivation with respect to locality.

## III. HYPOTHESIS

1. Boys and girls do not differ significantly on Achievement Motivation.
2. Rural and Urban students do not differ significantly on Achievement Motivation.

## IV. RESULTS AND INTERPRETATION

On the basis of percentile ranks corresponding to the raw scores of the 1000 students, the level of achievement motivation was calculated and classification was done. The following table shows the classification of the achievement motivation scores of the 1000 students on the basis of the percentile norms-

Table 1: Percentile Ranks of The Achievement Motivation Scores and its Classification

Percentile Ranks	Raw Scores	No. of Classes	Classifications
1-4	31-37	25	Very weak
5-11	38-48	68	weak
12-23	49-63	115	Slightly Weak
24-40	64-73	153	Average/Normal
41-59	74-87	210	Average/Normal
60-76	88-101	152	Average/Normal
77-88	102-118	149	Good
89-95	119-140	78	High/Excellent
96-99	141-180	50	Very High

Table 3: Significance of 't' between boys and girls on Achievement Motivation

Variable	Gender	N	AM	SD	T	Sig.
Achievement Motivation	Boys	500	3.61	0.55	1.56	0.13
	Girls	500	3.81	0.40		

Table 3, shows that that the 't' value of Achievement Motivation between the boy and girl students on the basis of Gender is not significant. Therefore, the hypothesis is accepted. Thus it may be surmised that gender does not make any difference in the Achievement Motivation of the students. According to the value of Arithmetic Mean the

After analyzing and interpreting the achievement motivation scores with the help of percentile ranks given in Table-1, it was found that out of 1000 students taken as sample for the study, 25 students i.e., 2.5% students with raw scores 31-37 were found to be very weak in achievement motivation , 68 students i.e., 6.8% students with raw scores 38-48 were found weak in achievement motivation and 115 students i.e., 11.5% students with raw scores 49-63 were found slightly weak in achievement motivation. Average achievement motivation was possessed by 515 students i.e., 51.5% students with raw scores 64-101. The number of students who had good level of achievement motivation was 149 i.e., 14.9% with raw scores 102-118. 78 students i.e., 7.8% students with raw scores 119-140 were found with excellent achievement motivation and 50 students i.e., 5% students with raw scores 141-180 were found with very high achievement motivation. Thus the Achievement test result shows that most of the students possess average achievement motivation. Hence, with little guidance this level of Achievement Motivation can be improved to high level.

Table 2: The Achievement Motivation and Academic Achievement scores of the students and the correlation:

Total Achievement Motivation Scores	Total Academic Achievement scores	Correlation (r)
81955	186928	0.96

Table 2, shows that the coefficient of correlation 'r' was calculated to find out the correlation between achievement motivation and academic achievement and it was found to be 0.96, which shows there is high and positive degree of correlation between Achievement Motivation and Academic Achievement. Hence, it can be concluded that Achievement Motivation and Academic Achievement are positively related to each other. Therefore, if the students are motivates to achieve in academics their academic achievement can be improved.

performance of the girl students are slightly above than the boy students. However there is no significant difference. Therefore it can be said the students of Nagaland have Achievement Motivation on an average irrespective of the difference of Gender.

Table 4: Significance of 't' between rural and urban students on Achievement Motivation

Variable	Locality	N	AM	SD	T	Sig.
Achievement Motivation	Urban	450	3.65	0.50	0.00	1.00
	Rural	550	3.65	0.49		

Table 4, shows that the 't' value on locality between the urban and rural students is zero. Thus, we can see that the mean values of the urban and rural students is same. Therefore the hypothesis is accepted as there is no difference between the two groups. Hence, it can be concluded that the difference in locality does not make any difference on the Achievement Motivation of the students.

## V. CONCLUSION

The study has been conducted in the extreme north eastern part of the country and hence the results may vary from other research done in other parts of the country. Therefore the results suggest that Achievement Motivation is positively related to Academic achievement. Gender and locality of the students does not make any difference in the Achievement Motivation of the students. Therefore the school should make clear the importance of achievement motive in life and make the students convinced in advance that they should develop achievement motivation which would help to improve their academic achievement. Thus the school should provide a proper environment in the class and outside the class to develop achievement motivation in children as the better the achievement motivation, the better is the academic achievement of the students.

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## AUTHOR'S PROFILE



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has received her B.Ed and Master's degree from Nagaland Central University. She was a rank holder throughout her career. She is a gold medalist in her Masters in Education. She has submitted her Ph.D under Nagaland University. Her specialization is in Educational Psychology. She is NET qualified and has five years of teaching experience. She has a number of research publications in reputed conferences and journals. Presently she is working as Assistant Professor in Amity University, Noida, Uttar Pradesh.