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A Study of Achievement Motivation And Academic Achievement of Socially Disadvantaged Students

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Abstract

The present study used to find out the important relationship between achievement motivation and academic achievement of socially disadvantaged students achievement motivation refers to the specific needs for identifying these phenomena of achievement motivation and academic achievement as a natural and inevitable essential outcome of socially disadvantaged students growth and development rather than among pathological symptom. In this study it has been decided to find out the relationship of the achievement motivation with Academic Achievement of secondary school student. It was concluded from the study that achievement motivation was strongly and positively correlated and significant. It can be concluded based on the findings of this study that disadvantaged students of rural secondary schools showed higher achievement motivation as compared to disadvantaged students of urban secondary schools. Here achievement motivation Scale and Academic Achievement Test used in the present study. The results differences in achievement motivation and academic achievement of disadvantaged secondary school students between rural and urban secondary schools concluded in this study were may be because of several factors outcomes of the life qualitative environment and also cultural differences.

Key words; achievement motivation. Academic Achievement, disadvantaged students, variables, hypothesis

Introduction

One aspect of this theory is that individuals are motivated to either avoid failure (more often associated with performance goals) or achieve success (more often associated with mastery goals). In the former situation, the individual is more likely to select easy or difficult tasks, thereby either achieving success or having a good excuse for why failure occurred. In the latter situation, the individual is more likely to select moderately difficult tasks which will provide an interesting challenge, but still keep the high expectations for success.

Concept of Academic Achievement

Achievement refers to the scholastic or academic achievement of the student at the end of an educational programmed. Academic performance according to the Cambridge University Reporter (2003) is frequently defined in terms of examination performance. Academic achievement refers to what the students have learned what skills the students have learned and is usually measured through assessments like standardized tests, performance assessments and portfolio assessments (Santrock 2006). The descriptive assessment information will usually be translated through grading system such as Grade Point Average (GPA) and course grade. The study will make use of Cumulated Grade Point Average (CGPA) since it provides information of the students' academic performance across time.

Academic achievement performance, which is measured by the examination results, is one of the major goals of a school. Hayle (1986) argued that schools are established with the aim of imparting knowledge and skills to those who go through them and behind all this is the idea of enhancing good academic performance.

The Problem

The present investigation is titled as: “**A Study of Achievement Motivation and Academic Achievement of Socially Disadvantaged Students**”.

Objectives of the Study

1. To study the difference between socially disadvantaged students of low and high achievement motivation with respect to academic achievement.
2. To study the interaction effect of gender (Boys and Girls) and achievement motivation (Low and High) on academic achievement of socially disadvantaged students.

Significance of the Study

The specific needs for identifying these phenomena of achievement motivation and academic achievement as a natural and inevitable essential outcome of socially disadvantaged student growth and development rather than among pathological symptom. The achievement motivation and academic achievement becomes important in the student life of individual disadvantage children. As the students are the pillars of the future generations their value pattern of achievement motivation and academic achievement are vital. So the present study intends to measure the achievement motivation and academic achievement of secondary school disadvantaged children.

This suggests that there is an immediate need for research in this field. It is how ever noted that in India adequate attention has not so far been given to the achievement motivation and students achievement of disadvantaged children in schools.

Variable of the Study

In the present study the following variable was considered:

- Achievement Motivation
- Academic Achievement of students

Hypotheses of the Study

Hypothesis: There is no significant difference between socially disadvantaged students of low and high achievement motivation with respect to academic achievement.

Hypothesis: There is no significant interaction effect of gender (Boys and Girls) and achievement motivation (Low and High) on academic achievement of socially disadvantaged students.

Research Tools Used

The following tool has been employed for collecting data for the present study.

- Achievement Motivation Scale
- Academic Achievement Test

Population and Sample

The population of the present study consists of 600 disadvantaged children of secondary schools.

The sample of the present study consists of 600 secondary schools students in which 342 boys and 258 girls. The required sample was selected using stratified random sampling technique. 600 students were different secondary schools were drawn for the present investigation.

Data Collection

The investigator was collected the data form 600 disadvantaged secondary school children of Davanagere district. The investigator has requested the Headmasters of schools and were personally

administered the tool to the students. Clear-cut instruction was given to fill up the responses to the items in the tools. The collected data was systematically pooled for analyses.

Statistical Techniques

For the analysis of data collected, differential analysis, such as mean, standard deviation, ANOVA, t-test, analysis were used.

Data Analyses

Table-1: Results of t-test between Socially Disadvantaged Students of Low and High Achievement Motivation with Respect to Academic Achievement

Achievement motivation	Mean	SD	SE	t-value	p-value	Signi.
Low achievement motivation	369.85	60.20	3.37	-31.6997	0.0001	<0.05, S
High achievement motivation	507.54	43.54	2.60			

From the results of the above table, it can be seen that, a significant difference is observed between socially disadvantaged students of low and high achievement motivation respect to academic achievement ($t=-31.6997$, $p<0.05$) at 0.05 level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the socially disadvantaged students with high achievement motivation have significantly smaller academic achievement as compared to socially disadvantaged students with low achievement motivation.

Table-2: Pair-wise Comparison of Interaction Effects of Gender (Boys and Girls) and Achievement Motivation (Low and High) on Academic Achievement of Socially Disadvantaged Students by Tukeys Multiple Posthoc Procedures

Interactions	Boys with low AM	Boys with high AM	Girls with low AM	Girls with high AM
Mean	375.19	504.72	363.49	511.78
SD	61.72	40.62	57.90	47.45
Boys with low AM	-			
Boys with high AM	$p=0.0001^*$	-		
Girls with low AM	$p=0.2000$	$p=0.0001^*$	-	
Girls with high AM	$p=0.0001^*$	$p=0.6941$	$p=0.0001^*$	-

* $p<0.05$

From the results of the above table, it clearly showed that,

- The socially disadvantaged boy students with low achievement motivation and socially disadvantaged boy students with high achievement motivation differ significantly with respect to academic achievement at 0.05 level of significance. It means that, the socially disadvantaged boy students with high achievement motivation have higher academic achievement as compared to the socially disadvantaged boy students with low achievement motivation.
- The socially disadvantaged boy students with low achievement motivation and socially disadvantaged girl students with high achievement motivation do not differ significantly with respect

to academic achievement at 0.05 level of significance. It means that, the socially disadvantaged boy students with low achievement motivation and socially disadvantaged girl students with high achievement motivation have similar academic achievement.

- The socially disadvantaged boy students with low achievement motivation and socially disadvantaged girl students with high achievement motivation differ significantly with respect to academic achievement at 0.05 level of significance. It means that, the socially disadvantaged girl students with high achievement motivation have higher academic achievement as compared to the socially disadvantaged boy students with low achievement motivation.
- The socially disadvantaged boy students with high achievement motivation and socially disadvantaged girl students with low achievement motivation differ significantly with respect to academic achievement at 0.05 level of significance. It means that, the socially disadvantaged boy students with high achievement motivation have higher academic achievement as compared to the socially disadvantaged girl students with low achievement motivation.
- The socially disadvantaged boy students with high achievement motivation and socially disadvantaged girl students with high achievement motivation do not differ significantly with respect to academic achievement at 0.05 level of significance. It means that, the socially disadvantaged boy students with high achievement motivation and socially disadvantaged girl students with high achievement motivation have similar academic achievement.
- The socially disadvantaged girl students with low achievement motivation and socially disadvantaged girl students with low achievement motivation differ significantly with respect to academic achievement at 0.05 level of significance. It means that, the socially disadvantaged girl students with high achievement motivation have higher academic achievement as compared to the socially disadvantaged girl students with low achievement motivation.

Findings of the Study

- The socially disadvantaged students with high achievement motivation have significantly smaller academic achievement as compared to socially disadvantaged students with low achievement motivation.
- The socially disadvantaged boy students with high achievement motivation have higher academic achievement as compared to the socially disadvantaged boy students with low achievement motivation.
- The socially disadvantaged boy students with low achievement motivation and socially disadvantaged girl students with high achievement motivation have similar academic achievement.
- The socially disadvantaged girl students with high achievement motivation have higher academic achievement as compared to the socially disadvantaged boy students with low achievement motivation.
- The socially disadvantaged boy students with high achievement motivation have higher academic achievement as compared to the socially disadvantaged girl students with low achievement motivation.
- The socially disadvantaged boy students with high achievement motivation and socially disadvantaged girl students with high achievement motivation have similar academic achievement.
- The socially disadvantaged girl students with high achievement motivation have higher academic achievement as compared to the socially disadvantaged girl students with low achievement motivation.

Implications of the Study

On the basis of findings of the study and the observations made by the investigator during the study, a few recommendations which may help in developing suitable programmes to improve achievement motivation in relation to academic achievement of socially disadvantaged children of secondary schools have been offered.

1. It is observed that the achievement motivation is an important factor in academic achievement of disadvantaged children to improve their social background by encouraging them in school context to achieve more goals in the society. It is necessary to admit the socially disadvantaged children to boost their achievement motivation.
2. The study reveals that the socially disadvantaged girl students with high achievement motivation differ with the socially disadvantaged boy students with low achievement motivation and the girls students are higher academic achievement. Hence it can be concluded that the socially disadvantaged boy students are study hard and try to meet their goals in improving their academic performance and to think more towards achievement motivation and academic achievement.

Conclusion

The socially disadvantaged students with high achievement motivation have smaller academic achievement as compared to socially disadvantaged students with low achievement motivation.

The socially disadvantaged boys and girls are similar in their achievement motivation and girl students with high achievement motivation have higher academic achievement when compared to socially disadvantaged boy students also socially disadvantaged boy students with high achievement motivation have higher academic achievement as compared to the socially disadvantaged girl students with low achievement motivation.

The socially disadvantaged boys and girl students need orientation to support proper direction towards achievement motivation and better academic achievement.

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