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**Address**

• Vikram Nagar, Boudhi Chouk, Latur.  
• Tq. Latur, Dis. Latur 413512 (MS.)  
• (+91) 9922455749, (+91) 8999250451

**Email**

• aairjpramod@gmail.com  
• aayushijournal@gmail.com

**Website**

• www.aairjournal.com

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## **A Study of Achievement Motivation in Relation to Academic Achievement of Urban And Rural Students**

**M. M. Magadiyavar**

Research Scholar,

Department of Education,

Karnatak University, Dharwad (Karnataka)

### **Abstract**

*Achievement motivation means a desire and a tendency to accomplish something difficult. The individual seeks pleasure in this accomplishment and pupil regards the difficult situation as a challenge, which he must accept. The achievement-oriented person tries to attain something for which he has to overcome many hurdles. It is the tendency to complete, to accomplish something difficult. His interest is in the process of striving and not so much in the goal of striving. Literature regarding the studies on achievement motivation shows that development of this motive depends on early training of the individual and that a person is not born as a high achiever but becomes one in the course of his growing up. The present study attempts to assess the achievement motivation with special reference to Secondary school students of Dharwad District. A sample of 1500 students was taken from the randomly selected Secondary Schools from the District itself. Out of the 1500 sample, 750 were boys and rest 750 were girls. The sample was collected by using simple random sampling technique. Normative Survey Method was used to collect the data. Achievement Motivation Test constructed and standardized by V. P. Bhargava was used to collect data. The findings of the study shows that students of urban secondary schools have significantly higher academic achievement in social studies as compared to students of rural secondary schools and also the students of urban secondary schools have significantly higher achievement motivation as compared to students of rural secondary schools.*

**Key words:** Achievement motivation, Academic achievement, secondary school, rural and urban.

### **Introduction**

McClelland *et. al.* (1953) assume that scores derived from projective tests such as Thematic Apperception Test (TAT) can serve as an index of motivation for success, Mandler Sarason Test-anxiety scores are a measure of the motivate to avoid failure. According to Atkinson's theory, people low in achievement motivation are much more inclined to adopt changes than persons high on achievement.

Achievement motive is defined by Atkinson (1957) as a disposition to strive for success and/or the capacity to experience pleasure contingent upon success.

McClelland (1961) suggested that achievement motivation may explain economic differences between societies.

Singh and Kaur (1987) studied that n- Ach in association with economic interest and preferences for activity tended to promote achievement oriented behaviour. Human motivation derives its origin from the seminal work by Murry (1938), he views that personality is a configuration of some basic psychogenic needs or motives which can be understood basically a lack of something vital to the organism.

### **Development of Achievement Motivation**

The number of variables in home, school and society affects development of achievement motivation. Home plays an important role in the early training of children for the development of

attitudes and motives, Parental expectations and guidance to the child develop need for high achievement in life.

The society and its social philosophy is an important variable in developing achievement motive. There are communities, which are achievement-oriented. There are other societies, which believe in fate and leave everything to God. The child normally enters school at the age of 5 years. Before coming to school, the child has gathered many experiences, which become an integral part of his personality and forms his attitude towards life but even then the school can help a lot to sharpen already acquired experiences and develop positive attitudes in children.

### **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 study will make use of Cumulated Grade Point Average (CGPA) since it provides information of the students' academic performance across time.

A good number of variables such as personality characteristics of the learners, the SES, the organizational climate of the school, curriculum planning, etc., influence achievement in different degrees. These variables are generally referred to as correlates of achievement.

The factors, which influence on academic achievement of student are many. Students' IQ, health, peer group, past experience, attitude towards the school subjects and teachers, the emotional care, parents' love and affection, family environment, SES, etc., are some of the factors which affect the academic achievement of students. In the present study, teacher' personality, teachers' attitude towards teaching profession and teachers' teaching effectiveness are the factors which are conceived to influence on academic achievement.

In this study the researcher has made an attempt to study the relationship of achievement motivation of students' Academic Achievement and it was found that there was a positive relationship.

### **The Problem**

The present investigation is titled as:

**A Study of Achievement Motivation in Relation to Academic Achievement of Urban and Rural Students.**

### **Review of Literature**

**Areepattamannil (2011)** studied "Academic Self-Concept, Academic Motivation, Academic Engagement, and Academic Achievement: A Mixed Methods Study of Indian Adolescents in Canada and India". This study, employing sequential explanatory mixed methods research design, Surveys were administered among secondary students in Canada (N = 355) and India (N = 363) to assess their academic self-concepts, academic motivation, and academic achievement. Extrinsic motivation as well mediated the relations between academic self-concept and academic achievement for the Indian immigrant adolescents in Canada. Further, both the Indian immigrant and Indian adolescents perceived their classroom teachers as controlling rather than autonomy-supportive. Implications of the findings for educational practice and future research are discussed.

**Lawrence (2012)** studied “School Environment and Academic Achievement of Standard IX Students”. Data for the study were collected using self-made School Environment Scale (SES). The investigator used stratified random sampling technique for selecting the sample. The sample consists of 400 standard IX students. For analyzing data 't' test and Pearson's product moment co-efficient were the statistical techniques used. Finding shows there was no significant relationship between School Environment and Academic Achievement of standard IX students. Population for this study was students studying IX standard in high and higher secondary schools in Tirunelveli district.

### Objectives of the study

- To study the significant difference between rural and urban students of secondary schools of Dharwad district with respect to academic achievement in social studies.
- To study the significant difference between Rural and urban students of secondary schools of Dharwad district with respect to achievement motivation scores

### Variables of the Study

In the present study the following variables were considered:

#### Independent Variable

Achievement Motivation

#### Dependent Variable

Academic Achievement

#### Moderator Variable

Locality (Urban and Rural)

#### Research Design

The present study is a normative survey method type research. The research design specifies the questions to be investigated, the process of sample selection, methods of procedure to be followed, measurements to be obtained and comparison and other analyses to be made.

### Hypotheses of the Study

**Hypothesis:** There is no significant difference between rural and urban students of secondary schools of Dharwad district with respect to academic achievement in social studies.

**Hypothesis:** There is no significant difference between Rural and urban students of secondary schools of Dharwad district with respect to achievement motivation scores

### Research Tools Used

The following tools were used for collection of data.

1. Achievement Motivation Test: by V. P. Bhargav
2. Academic Achievement in Social Science : by Investigator

### Population and Sample

In the present study, the investigator proposes to use the stratified random sampling procedure to select the sample (participants). The sample was consisted of a 1500 population of secondary school students of Dharwad district.

### Data Collection

Data was collected from secondary school students. The investigator personally visited the secondary schools located in Dharwad district and with the prior permission of the higher authorities administered the tools to 1500 students. A clear cut instruction was given to fill up the tools.

### Statistical Techniques

To know the difference between adjustment and its dimensions and academic achievement of the secondary school students the following statistical technique was used.

- Differential Analysis

**Data Analyses**

**Table-1: Results of t-test between Rural and Urban Students of Secondary Schools of Dharwad District with Respect to Academic Achievement in Social Studies**

Location	n	Mean	SD	SE	t-value	p-value	Signi.
Rural	750	97.81	18.58	0.68	-3.6101	0.0003	<0.05, S
Urban	750	101.17	17.45	0.64			

From the results of the above table, it can be seen that, a significant difference is observed between students of rural and urban secondary schools of Dharwad district with respect to academic achievement in social studies ( $t=-3.6101$ ,  $p<0.05$ ) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the students of urban secondary schools have significantly higher academic achievement in social studies as compared to students of rural secondary schools of Dharwad district.

**Table-2: Results of t-test between Rural and Urban Students of Secondary Schools of Dharwad District with Respect to Achievement Motivation**

Location	n	Mean	SD	SE	t-value	p-value	Signi.
Rural	750	32.46	10.19	0.37	-2.0952	0.0363	<0.05, S
Urban	750	33.55	10.05	0.37			

From the results of the above table, it can be seen that, a significant difference is observed between Students of rural and urban secondary schools of Dharwad district with respect to achievement motivation ( $t=-2.0952$ ,  $p<0.05$ ) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the students of urban secondary schools have significantly higher achievement motivation as compared to students of rural secondary schools of Dharwad district.

**Major Findings of the Study**

1. The students of urban secondary schools have significantly higher academic achievement in social studies as compared to students of rural secondary schools of Dharwad district.
2. The students of urban secondary schools have significantly higher achievement motivation as compared to students of rural secondary schools of Dharwad district

**Implications of the Study**

On the basis of the findings of the study and the observations made by the investigator during the study, few recommendations, which may help in developing suitable programmes to improve achievement motivation and academic achievement of students have been offered.

The study has shown that better the Achievement Motivation higher the academic achievement of students. Environmental growth of rural and urban schools and of whole school can be related to the level of the need for achievement among students.

Students' achievement must be recognised without any favoritism and partiality. Teaching profession must be above any discrimination. Special functions may be arranged in appreciation of the students achievement motivation and academic achievement in school context.

It is imperative that teachers who are the backbone of any educational system are properly looked after in view of quality improvement and students achievement in education. Status of teachers in society need to be recognised and has to be enhanced as they have vital role to play in bringing the desired changes among students. To maintain good standard, the management and heads of the institutions should create healthy and congenial climate in the school and also keep good relations with students.

### Discussion and Conclusion

Achievement motivation has main effect on achievement in social studies among students of secondary schools. The students belonging to urban areas their achievement motivation performed better in social studies than the students belonging to rural secondary schools.

The findings of the present study indicate that there exist significant differences between the secondary school students on the basis of location regarding achievement motivation in Dharwad District. Achievement Motivation has a way of making students more realistic about themselves and about the accomplishments they learn. Students with a high degree of Achievement Motivation are more persistent, realistic, and action minded than students with other kinds of motivational pattern.

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