
Achievement Motivation in relation to Academic achievement of High School students of Working and Non working mothers

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Abstract

The findings of the present study would be a great help to teachers, educational administrators, educational planner and policy makers and counselors. The casual factor of achievement motivation available among different subject group students would help the teachers, policy makers and administrators to redesign their course contents and learning activities in accordance with their motivational levels. The results of achievement motivation and academic achievement of students in this study demands that teaching has to be made more meaningful and interesting in our schools. A teacher should use an appropriate method of presenting the subject matter for sustaining the motivation of learners for long. The findings of the study put a pressure on the administrator of schools to start guidance and counseling service in high schools.

Introduction

Children form a very vital part of a Nation's population. They have been considered a nation's topmost asset, who metamorphose in to agile youth on whose shoulder are a country's aspirations, progress and destiny depends. So, no country can afford to neglect so vital a section of population; for to ignore them is to ignore our future hopes. Every nation in order to promote the welfare of its children's population must have a very sound system of education. Education is as old as human race. It is never ending process of inner growth and development and its period stretches from cradle to the grave. The aim of education is to prepare the child for life. A nation's system of education should be based on two assumptions:

1. That every child should strive for maximum self development.
2. That every child should take his place in the family, school and society as its useful member. These two assumptions imply that the school and community activities of a child should be based on some definite manner. In order that school going children contribute their share to the welfare , happiness and progress of the family, society and country, they need to be guided and encouraged in these regards.

Development of achievement motivation is greatly influenced by family and its roots are traced to the early childhood experiences and the child rearing practices. By certain studies it has been revealed that parental encouragement of independence is related to high achievement motivation, competence and achievement among the children. Mother's role in the development of achievement motivation becomes significant through the ways, she gives independence training to children found to be encouraging independence

training in children of all ages (Birnbaum 1971). Researches conducted by Steen (1975) and Bal (1988) revealed higher achievement motivation in children of working mothers while the effect was found to be favorable in other studies, (Almquist and Angrist, 1971, Verma and Ghandially, 1985). Studies in this area are rare in Indian context. Therefore, taking in to

consideration the social condition in Sonapat and number of sweeping statements made against working mothers, the investigator has taken up this study.

Statement of the study

“Achievement Motivation in relation to Academic achievement of High School students of Working and Non- working mothers”

Description of the terms

According to H.W. Bernard “Motivation relates to all those qualities which produce essential encouragements to achieve or attain some specific objectives while there is no movement towards to these objectives before motivation.

According to I. Sarhoff “Achievement motivation is defined in term of the way of an individual orients himself towards objects and completeness, on the performance of a task, will be evaluated and good performance will produce a feeling of pride in accomplishment.

In view of Vernon (1969) “Achievement may be associated with a variety of goals, but in general the behavior adopted will involve which is directed towards the attainment of some standard of excellence”.

The most suitable definition of achievement motivation concern with the present study is given by Prayag Mehta. According to him, “The achievement motivation is the inclination of an individual to be concerned with to plan and to endeavor for the successful acquisition of some standard of excellence in circumstances where the performances has to appraised positively or negatively “.

Objectives of the study

The study under consideration has following objectives:

1. To find out whether there is any significant difference in the mean scores of Achievement motivation of children of working and non-working mothers for the total samples and sub samples of sex.
2. To compare the academic achievement of high school Students.
3. To compare the achievement motivation and academic achievement of boys and girls of high school.
4. To compare the achievement motivation and academic achievement of urban and rural areas students of working and non-working mothers.

Hypothesis

The following hypothesis has been assumed in the context of present study :

1. There is no significant difference between the mean scores of achievement motivation of boys and girls.
2. There is no significant difference between the mean scores of academic achievement of boys and girls students.
3. There is no significant relationship between achievement motivation and academic achievement of high school students.
4. There is no significant difference between the mean scores of academic achievement of working and non-working mother’s children.

Sample

A sample of total 200 students studying in high schools had been taken for investigation of the present study. 200 students have equally divided in boys and girls i.e. 100 boys and 100 girls.

Methodology

Tools for the study

1. Prayag Mehta’s achievement value and anxiety inventory (A.V.A.I.) to measure achievement motivation.

2. Students mark scores in high school examination to measure academic achievement.

Statistic used

1. Mean and standard deviation of achievement motivation and academic achievement score.
2. t-ratio to find out the difference between the mean scores of achievement motivation and academic achievement.

Discussion

The mean and standard deviation of Achievement Motivation (Need Achievement) and academic achievement of working and non-working mother’s students scores were calculated for the entire sample and its sub samples they are given as under:

MEAN AND S.D. OF THE ACHIEVEMENT MOTIVATION (N-ACH.) AND ACADEMIC ACHIEVEMENT (A.A.) SCORES

Table -1

S. No .	Sample	N-Ach Mean (M)	Score S.D.	A.A. Mean (M)	Score S.D.
1.	Boys (N=100)	3.95	2.26	65.56	8.7
2.	Girls (N=100)	5.05	2.46	69.04	9.2
3.	Working (N=100)	3.96	2.28	67.03	8.8
4.	Non-working (N=100)	2.67	2.04	63.18	8.4

The above Table-1 reveals that the achievement motivation of girls (M=5.05, S.D.=2.46) is higher than the boys (M=3.95, S.D.=2.26) as well as in case of academic achievement girls show better results (M=69.04, S.D.=9.2) this suggests that the girls are better in academic achievement as well as achievement motivation.

SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORE OF ACHIEVEMENT MOTIVATION OF THE SUB SAMPLE

Table-2

S.No.	Sub Sample	(M)	S.D.	M1-M2	S.D.p	t-value
1.	Boys (N=100)	3.95	2.26	1.10	.3340	3.29
2.	Girls (N=100)	5.05	2.46			
3.	Working (N=100)	3.96	2.28	1.29	.31852	3.15
4.	Non-working (N=100)	2.67	2.04			

Table-2 shows that there is significant difference between the mean score between boys and girls (t=3.29). It is significant at (.01 level). This suggests that the sex of students influence achievement motivation of boys and girls are not equally motivated towards their study.

In case of working mothers and non-working mothers students show that there is a significant difference between them (t=3.15). The slightly difference between two categories of children in the present study implies that societal set up does differentiate the child rearing practice of working and non-working mothers.

SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORE OF ACADEMIC ACHIEVEMENT OF THE SUB SAMPLES.

Table-3

S.No.	Sub Sample	(M)	S.D.	M1-M2	S.D.p	t-value
1.	Boys (N=100)	65.56	8.7	3.48	1.29	2.69
2.	Girls (N=100)	69.04	9.2			
3.	Working (N=100)	67.03	8.8	3.85	1.24	3.10
4.	Non-working (N=100)	63.18	8.4			

The table-3 shows that there is significant difference between mean score of boys and girls ($t=2.69$). This difference is not negligible at the same level. This table also shows that the t-ratio for the test of significance of difference between mean scores of academic achievement of students of working and non-working mothers is significant ($t=3.10$). In case of achievement motivation also there difference was not negligible. It shows that the non-working mothers are equally conscious of providing independent training and other factor conducive for the proper development of academic achievement of children.

Main findings

1. The achievement motivation scores in case of girls (Girls=5.05) is slightly greater than that of boys (3.95).
2. The achievement motivation scores in case of working mothers students ($M=3.96$) are slightly greater than the non-working mothers students ($M=2.68$).
3. Girls show greater academic achievement ($M=69.04$) in comparison to Boys ($M=65.56$).
4. Working mothers students show better result ($M=67.03$) in comparison of non-working mothers students ($M=63.18$).
5. Boys and girls differ significantly in respect of their achievement motivation scores.
6. Working and non-working mothers students show a significance difference at .05 level in respect to the academic achievement.
7. Boys and girls show a significant difference at .01 level in respect to the academic achievement.
8. The total group of students show a significant relationship between achievement motivation and academic achievement at .05 level.

Conclusion

From the above discussion and findings of the present investigation the main conclusions are :

1. Sex does not influence achievement motivation of students.
2. Boys show better academic achievement results.
3. The lack of difference between the two categories of children in the present study implies that in Sonapat which is more literate state the social set up does not differentiate the child rearing practices of working non-working mothers. The non-working mothers are equally conscious of providing independence training and other factors conducive for the proper development of achievement motivation of children.

Educational Implication

The present study aims at finding the nature of the relationship between achievement motivation and academic achievement of high school students. It would be of great interest to them to check up their motivational processes and to help them in their academic excellence. The finding of

the study would function as measures for correcting their inadequate or imbalance motivational process. It will further help them to cope up with the modern processes of competitive life and to set their goal of life with vocational placement. Thus, the findings on the present study could serve as guide for self-correction and self appraisal in motivation aspects.

The findings of the present study would be a great help to teachers, educational administrators, educational planner and policy makers and counselors. The casual factor of achievement motivation available among different subject group students would help the teachers, policy makers and administrators to redesign their course contents and learning activities in accordance with their motivational levels. The results of achievement motivation and academic achievement of students in this study demands that teaching has to be made more meaningful and interesting in our schools. A teacher should use an appropriate method of presenting the subject matter for sustaining the motivation of learners for long. The findings of the study put a pressure on the administrator of schools to start guidance and counseling service in high schools.

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