

AN ANALYTICAL STUDY OF ACHIEVEMENT MOTIVATION OF GOVERNMENT AND PRIVATE SECONDARY SCHOOL STUDENTS OF SIRSA DISTRICT

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ABSTRACT

In this research paper, it is an attempt to study of achievement motivation of Government and Private Secondary School Students of Sirsa District was made. A sample of 100 i.e. 50 govt. and 50 pvt. Secondary schools belonging to rural and urban area were selected randomly. The investigators have used the tool Achievement Motivation Scale (n-Ach) is prepared by Pritabha Deo and Asha Mohan. It contains 50 items and scoring is 4,3,2,1,0 was used. For analysis and interpretation of the data the mean and the standard deviation and 't' test was calculated. The test of significance 't' test was used in order to find out the significance of the difference between any two means of variables of samples involved in this study. After collection of the data, all questionnaires were screened and the scores obtained were organized in the tabulated form to make analysis easier. In this study the achievement motivation of Private and Females and Urban areas secondary School students was found better than Government, Male and Rural area secondary school students.

Key Words: Achievement Motivation, Government Schools, Private Schools, Secondary Schools

INTRODUCTION

Achievement motivation is also an internal force that motivates students to master challenging and difficult task and to derive satisfaction from their performance. It means a need a person feels within himself, to complete against an internal standard of excellence. The achievement of a person is very much related to the motivation that he or she has. It influence on children's intelligence performance not only in the laboratory but also in the classroom. **Atkinson and McClelland (1966)** state, "The Achievement Motivation may be associated with a variety of goals, but in general the behaviour adopted will involve activity which is directed towards the attainment of some standard of excellence". Achievement motivation keeps a student's active for learning continuously. Its function is not to push a student's towards an activity at all the time. Students achieve for more by his motivation as compared to his abilities.

The psychological studies conducted in this context have revealed the group which was admired, its performance was found to be more than the group which was criticized and kept under control. Achievement inculcates satisfaction in students and their morale is enhanced by which they become motivated to learn. Those that have interaction themselves associate exceedingly in a very task on account of an achievement motive area unit the same to figure underneath the spirit of Achievement motivation. Achievement motivation is an interesting subject for educators and psychologists. 'Achievement motivation' theory was developed by McClelland and his associates in 1951 at Harvard University and Atkinson in 1958 at the University of Michigan. Psychologists consider that all human behavior is intended to reduce tension and reach a state of physiological and psychological equilibrium. But McClelland stated that rather than being essentially tension states, motives are also drives towards action based on expectation. The term achievement motivation has been defined by various psychologists and said that it is the proficiency of an individual in a specific area of work.

A person, who is engaged in a task on account of an achievement motive, is said to work under the spirit of achievement motivation. It is very essential for anyone to improve his performance at school. If a person has a greater degree of achievement motivation, he will have greater level of aspiration which will lead to greater achievement. Sears (1940) and Allport (1955) considered about achievement motivation as synonymous with success or failure, ego involvement, and the level of aspiration. Psychology has remarked that it seems correct to say that there are three significant varieties of motivating factors:-

- **Biological Drives:** - The most elementary form of energy mobilization arises from definite biological needs of the organism like hunger, thirst, oxygen lack, fatigue, exertion, and escape from pain. These readily suggest some of the conditions which give rise to motivated action.
- **Emotions:** - Such words as fear, anger, joy, love, hate, disgust and curiosity imply the presence of inner states, reaching to more or less vigorous activity. They differ from the biological drives in that they are less closely tied to physical needs and tissue conditions; they are more directly related to external situations. They are thus more flexible and variable than the drives.
- **Values and interests:** - At a still more complex subtle level we recognize the energy effect of broad non-physiological tendencies which may be called values. An easy illustration is that of a deep religious conviction. Most of us develop a strong urge to assert ourselves to get recognition in shape or form. We can say that it is motive to achieve or mastery motive.

Panda and Jena (2000) defined achievement motivation as an urge to improve or as a psychological factor that provides internal impetus to excellence. Desmukh (2000) considered the positive aspect of achievement motivation as to have a sense of attainment, self-actualization, and self-fulfillment. Deborah Stipek (1984, 1993) analyzed the antecedent conditions of achievement motivation and emphasized developmental issues, with particular attention to changes in cognition related to achievement, such as performance expectations, self-perceptions of ability, or perception of causes of achievement outcomes.

Achievement Motivation deal with the behavior of a person who effort to accomplish something, to do his best, to excel others in outcomes. Stipek's observations indicate that younger students focus on tasks rather than outcomes. They are egocentric, concerned about their own work rather than the progress of peers. However, as they mature and become more responsive to social comparisons and competition, they start to become defensive and may seek to avoid difficult tasks or even begin to demonstrate behaviors such as learned helplessness.

Everyone has an achievement motive to some extent, but some people are consistently more oriented toward achievement than others. Perhaps the most important aspect of a really strong achievement motive is that it makes its processor very susceptible to appeal that he tries harder. Swarnka and Tripathi (2008) found a significant effect of achievement motivation on the creative thinking of school students of the Prapatgarh district of Uttar Pradesh. Suman (2007) investigated the level of boys and girls. Achievement motivation is thus a learned motive to compete and strive for success.

Both achievement, motivation and motivation for competence are useful but the effort is essential to accomplish both and learning

probably comes faster to persons with high achievement motivation than to those with low achievement motivation.

OPERATIONAL DEFINITIONS:

Secondary School

In the present research, the investigator has selected two private and two Government secondary schools of Sirsa District.

Government School

In the present research Government schools are affiliated to HBSE, Bhiwani and run by state Government.

Private School

These are also a type of private school and are managed by private bodies. They don't get any grants from the state or central governments. These are the self-financed institutions.

NEED OF THE STUDY

Developing country like India requires brilliant, talented and gifted men in various fields. Therefore, the government is paying particular attention to their education because their breakdown in school takes a serious loss in terms of human assets like time, money and above all happiness. For this reason, the school can formulate a direct and vitally important input by raising the standard of achievement of students and reducing their academic wastage. So, there is necessity provide appropriate awareness to the students as they account for one-fifth of the world population. This is the time in which a child gets physical, emotional and psychological maturity.

About this time, there appears a sense of self-dependence accompanied by a feeling of responsibilities among them. Thus we need to channelize their energies to achieve the aim of the education system. Though the aim of all educational programs is maximizing the achievement of students, but experience reveals that students do not achieve the same due to variations in ability, interest, it's evident that each one youngster doesn't seem to be capable of reaching a similar instructional customary though all of them are quite capable of being improved upon. Thus there is necessity to know the factors which contribute towards achievement and the factors which act as barriers to it.

The Achievement Motivation is some psychological factors which have drawn the attention of psychologists, educationist, and researchers. In this research, the investigator work hard to learn about the Achievement Motivation in Sirsa District. So, the problem of the study has been stated as “**A Analytical Study of Achievement Motivation of Government and Private Secondary School Students of Sirsa District.**”

OBJECTIVES

1. To study and compare the Achievement Motivation between Government and Private students of secondary schools of Sirsa District.
2. To study and compare the Achievement Motivation of male and female of Private Secondary School students of secondary schools of Sirsa District.
3. To study and compare the Achievement Motivation of male and female Government Secondary School students of secondary schools of Sirsa District.
4. To Study and compare the Achievement Motivation of Rural and Urban Private Secondary School students of secondary schools of Sirsa District.
5. To Study and compare the Achievement Motivation of Rural and Urban Government Secondary School students of secondary schools of Sirsa District.

HYPOTHESES

1. There is no significant difference in Achievement Motivation of students of Government and Private secondary schools of Sirsa District.
2. There is no substantial difference in Achievement Motivation of male and female students of Private secondary schools of Sirsa District.
3. There is no substantial difference in Achievement Motivation of male and female students of Government secondary schools of Sirsa District.
4. There is no significant difference in Achievement Motivation of Urban and Rural students of private secondary schools of Sirsa District.
5. There is no substantial difference in Achievement Motivation of Urban and Rural students of government secondary schools of Haryana.

1.1 DELIMITATION OF THE STUDY

1. The study was delimited to 04 schools of one Sirsa District of Haryana only.
2. Students from Sirsa District 02 government and 02 private schools who were affiliated with the Board of School Education Haryana, Bhiwani, and belonging to one rural and one urban area were included in the report.
3. The sample was limited to just 100 secondary school students.
4. The research was delimited to finding out about students in Sirsa District secondary schools' Achievement Motivation.
5. The study was delimited with regard to objectives, hypotheses and statistical technique used in research.
6. The statistical technique was delimited to Mean, SD, 't'-test.

REVIEW OF RELATED LITERATURE

Pavithra Lakshmi, Narasimhan (2019) investigated on "Self-Concept and Achievement Motivation as a Predictor of Academic Stress among High School Students of ICSE Board, Chennai". Results showed that there is strongly significant, positive correlation between self-concept and achievement motivation ($r=0.310$, $p<0.02$). It is also found that male and female students in their level of achievement motivation and self-concept have positive /significant difference. The investigator justify that to improve self-concept will lead their strengths like interest, emotions, knowledge, this will help to improve their achievement motivation.

G. Rajina & P.Karnan (2018) investigated "Study on Achievement Motivation of Higher Secondary School Students in Tiruvallur District." The study's findings reveal a significant change in achievement motivation between male and female higher secondary students, with a mean score of 69.31% for males and 81.34% for females. There is also a significant gap in achievement motivation mean scores between rural and urban higher secondary students. Results reveal the significant difference in the achievement motivation of higher secondary students with respect to government, aided and private based on their achievement motivation. Further significance difference also was shown between the below Rs.20000 (per month) parental income and above Rs.20000 (per month) parental income on their achievement motivation mean scores. A positive relationship is found 0.6012 i.e. highly significant at .01 &.05 between males and females of higher secondary students based on their achievement motivation.

Shekhar Chandra, Samriti Nathyal (2018) conducted "Study of Achievement Motivation across Gender." The differences between two classes, namely students in the arts and science streams, and male and female college students, were calculated using the test of significance (t-test).The result shows that the mean score of females is 138.68 and of males is 140.04 while SD is

15.594 and 18.618. But no significant difference between males and females in need of achievement ($t=-.396$, $p>0.05$). However, the mean score of male students is more than female students. Findings reveal that the mean of 10th class and 12th class is 141.300 and 137.420 while SD is 19.4225 and 14.348. The mean score of 12th class students is slightly more than that of the 10th class, but the difference is not significant. The findings from this study indicate that there really is no huge variation in achievement motivation between males and females, or between students in 10th and 12th grades

METHOD OF RESEARCH

In the case of the problem related to the present status of the phenomenon, the descriptive survey method of research is applied to realize the objectives of the present study. In the present study, the problem has been stated as: An analytical study of Achievement Motivation of Government and Private Secondary School Students of Sirsa District.

POPULATION

The population of the present study included all the students of secondary schools recognized by HBSE Bhiwani (Hry.) and situated in Sirsa District.

SAMPLE

For the current analysis, the researcher used a simple Random sampling technique to pick the sample. In the sample of 100 students 50 from Government and 50 from Private and equally distributed from rural and urban areas Secondary Schools studying in 9th & 10th classes were taken to study their Achievement Motivation.

TOOL USED IN THIS RESEARCH

In this research the following tools were used:

Achievement Motivation Scale (n-Ach) is prepared by Pritabha Deo and Asha Mohan. It contains 50 items and scoring is 4,3,2,1,0.

STATISTICAL TECHNIQUE USED

In this research Mean, S.D, 't' test have been used.

Hypothesis No. 1:- There is no significant difference in Achievement Motivation of students of Government and Private secondary schools of Sirsa District.

Table No. 1

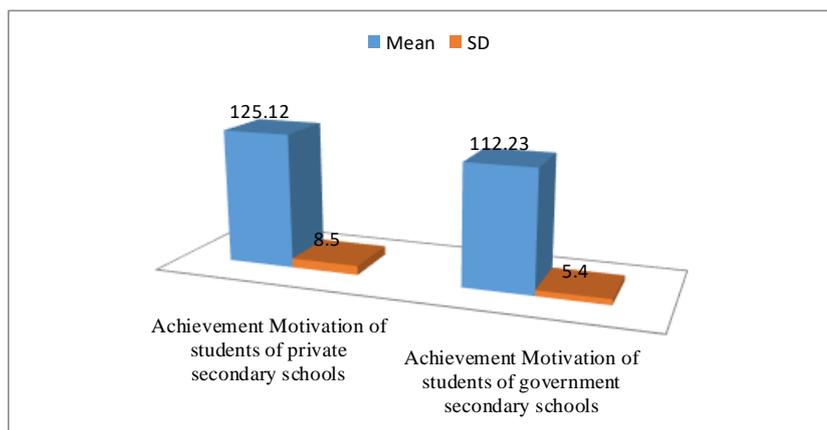
Mean S.D & 't' value of Achievement Motivation of students of Private & Government secondary schools of Sirsa District.

Sr. No.	Nature of Variable	No. item	Mean	S.D	Df	C.R Value	Level of Significant
1	Achievement Motivation of students of Private secondary schools	100	125.12	8.57	98	9.02	Significant at both levels i.e. at .05& .01 level
2	Achievement Motivation of students of Government secondary schools	100	112.23	5.43			

$df = 98.05 = 1.99 .01=2.63$

Interpretation: - From table No. 1-The measured mean and standard deviation of Achievement Motivation in private and government secondary schools are 125.12, 8.57, and 112.23, 5.43, respectively. The calculated 't' value of 9.02 exceeds the regular table value of $df= 98$, 1.98 at the.05 level of significance, and 2.63 at the.01 level of significance, meaning that hypothesis no. 1 is rejected. It is interpreted that there is a significant difference in Achievement motivation of private & government secondary school students. It was also found that private school students had a higher mean value of Achievement Motivation than government secondary school students. As a result, the Achievement Motivation of private secondary school students is better than Achievement Motivation of government secondary school students.

Fig 1



Hypothesis No. 2 :- There is no significant difference in the Achievement Motivation of female & male students of private secondary schools of Sirsa District.

Table 2

Mean, S.D & 't' value of Achievement Motivation of female & male students of private secondary schools of Sirsa District.

Sr. No	Nature of Variable	No. of Items	Mean	S.D	df	CR	Level of Significance
1	Achievement Motivation of female students of private secondary schools	25	128.32	5.89	48	3.95	Significant at both level i.e. at .05 & .01 level
2	Achievement Motivation of male students of private secondary schools	25	122.28	4.86			

$df=48$

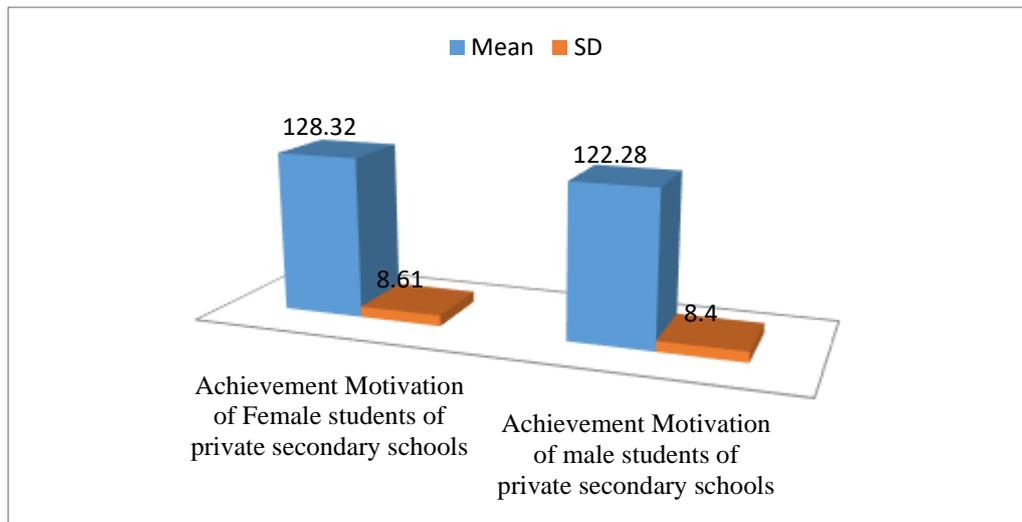
$.05=2.01$

$.01=2.68$

Interpretation

From table No.2, the measured mean and SD of Achievement Motivation of female and male students of Sirsa's private secondary schools are 128.32, 5.89 and 122.28, 4.86, respectively. The estimated value of 3.95 is greater than the regular table value of 2.01 at the.05 level of significance and 2.68 at the.01 level of significance, indicating that hypothesis No. 2 is discarded. According to the results, there is a substantial gap in Achievement Motivation between female and male students in private secondary schools. So, It is finally analyzed that the Achievement Motivation of female private school is more than Achievement Motivation of male private secondary school students.

Fig 2



Hypothesis No.3 :-There is no significant difference in Achievement Motivation of female & male students of Government secondary schools of Sirsa District.

Table No.3

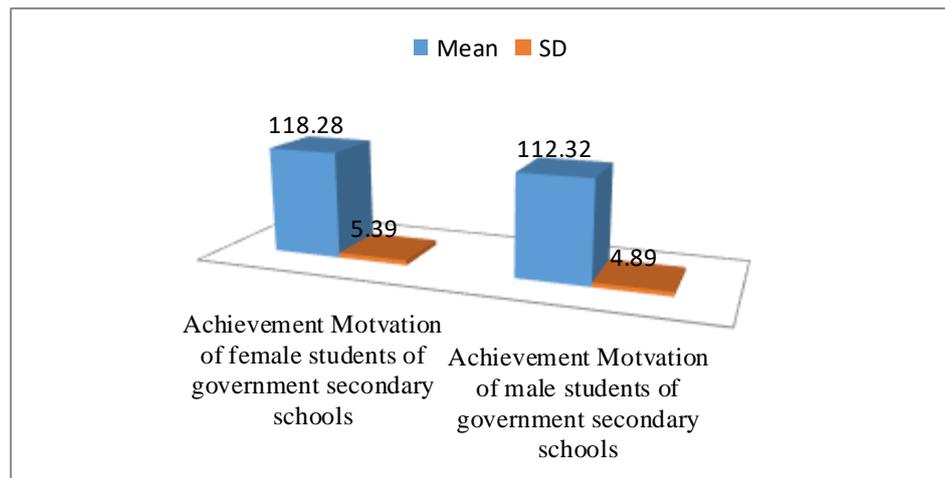
Mean, SD & 't' value Achievement Motivation of female & male students of Government secondary schools of Sirsa District.

Sr. No.	Nature of Variables	No. of Items	Mean	SD	df	CR Value	Level of Significant
1	Achievement Motivation of Female students of Government secondary schools	25	118.28	5.39	48	4.09	Significant at both levels i.e. at .05 & .01 level
2	Achievement Motivation of male students of Government secondary schools	25	112.32	4.89			

df=48 .05 =2.01 .01=2.68

Interpretation: -From table No 3, the estimated mean and SD of Achievement Motivation for female and male students in government secondary schools are 118.28, 5.39, and 112.32, 4.89, respectively. The estimated value of 4.09 is greater than the regular table value of 2.01 at the.05 level of significance and 2.68 at the.01 level of significance, indicating that hypothesis No. 3 is discarded. It is concluded that achievement motivation of female students in Sirsa's government secondary schools is substantially higher than achievement motivation of male students. As a result, it has been determined that female students in government secondary schools have higher achievement motivation than male students in government secondary schools.

Fig 3



Hypothesis No. 4:- There is no significant difference in Achievement Motivation of Urban and Rural students of Government secondary schools of Sirsa District.

Table No.4

Mean, SD & 't' value Achievement Motivation of Urban and Rural students of Government secondary schools of Sirsa District.

Sr. No.	Nature of Variable	No. of Items	Mean	SD	df	CR	Level of Significance
1	Achievement Motivation of Urban students private secondary schools	25	127.65	6.26	48	3.88	Significant at both levels i.e. at .05 & .01 level
2	Achievement Motivation of Rural students of private secondary schools	25	121.47	4.93			

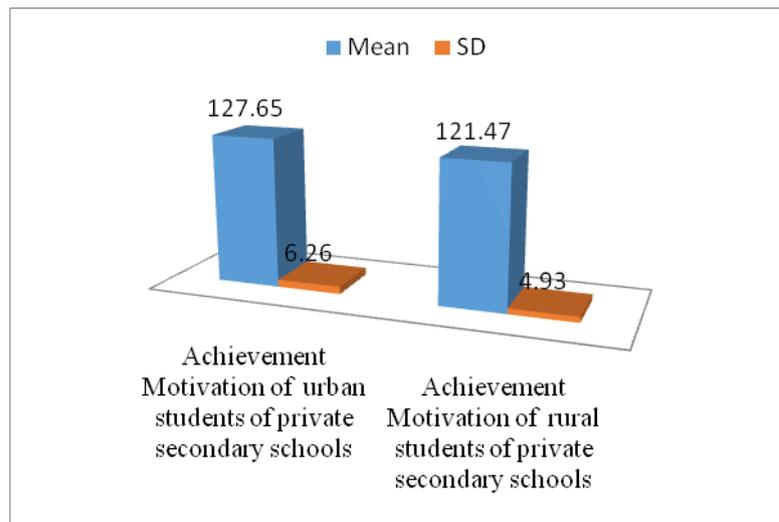
df=48

.05=2.01

.01= 2.68

Interpretation:- From Table No. 4, it is evident that calculated mean & SD of Achievement Motivation of urban & rural students of private secondary schools is 127.65, 6.26 & 121.47, 4.93 respectively. The estimated value of 3.88 is greater than the regular table value of 2.01 at the .05 level of significance and 2.68 at the .01 level of significance, indicating that hypothesis No. 4 is discarded. It is interpreted that there is a significant difference of Achievement Motivation urban & rural private secondary students. So, it is finally analyzed that the Achievement Motivation of urban private secondary school is more than Achievement Motivation of rural students of private secondary schools.

Fig 4



Hypothesis No. 5 :-There is no significant difference in Achievement Motivation of Urban and Rural students of government secondary schools of Sirsa District.

Table No. 5

Mean SD & CR value of Achievement Motivation of urban& rural students of government secondary students of Sirsa District.

Sr. No	Nature of Variable	No. of items	Mean	SD	Df	CR	Level of Significant
1	Achievement Motivation of urban students of government secondary schools	25	117.12	4.99	48	3.85	Significant at both levels i.e. at .05 &.01
2	Achievement Motivation of rural students of government secondary schools	25	111.78	4.80			

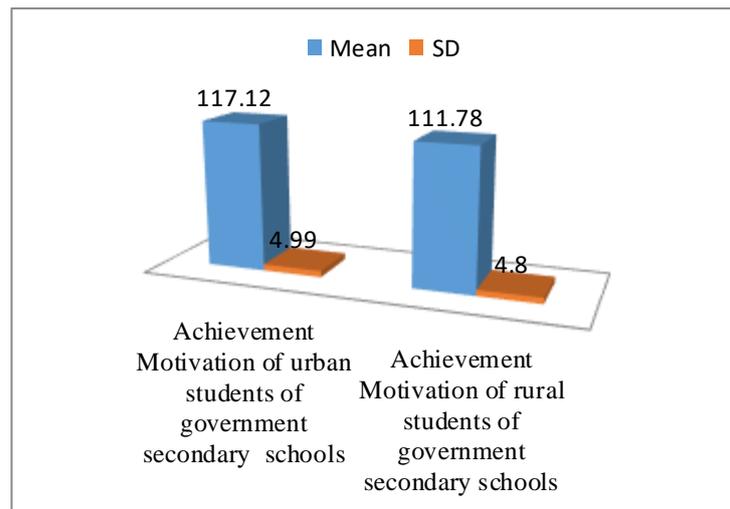
df=48

.05 = 2.01

.01 =2.68

Interpretation: -From table No. 5, the estimated mean and SD of Achievement Motivation of urban and rural students in government secondary schools are 117.12, 4.99 and 111.78, 4.80, respectively. The estimated 't' value is 3.85, which is greater than the regular table value of 2.01 at the.05 level of significance and 2.68 at the.01 level of significance, suggesting that hypothesis 5 is rejected. According to the findings, there is a major gap in Achievement Motivation between urban and rural students in government secondary schools. Furthermore, the mean value of Achievement Motivation among urban students in government secondary schools is higher than that of rural students in government secondary schools. As a result, it has been determined that achievement motivation among urban students in government secondary schools is higher than that of rural students in government secondary schools.

Fig.5



MAIN FINDINGS

1. **In hypothesis no. 1 :** There exists significant difference in Achievement Motivation of private and government students of secondary schools of Sirsa District. The calculated value of 't' is more than standard table value at both levels of significance. Therefore hypothesis no. 1 is rejected. Further, it is analyzed that the mean rate of Achievement Motivation among students in private secondary schools is higher than among students in government secondary schools.
2. **In hypothesis no. 2** There is a substantial gap in Achievement Motivation of female and male students of private secondary schools. The calculated value of 't' is more than standard table value at both levels of significance. Therefore hypothesis no. 2 is rejected. Furthermore, the mean value of Achievement Motivation among female students in private secondary schools is higher than the mean value of Achievement Motivation among male students in private secondary schools, according to the results. Finally, it was discovered that female students in private secondary schools had higher Achievement Motivation than male students in private secondary schools.
3. **In hypothesis no. 3 :** There is significant difference in Achievement Motivation of male and female students of government secondary schools in Sirsa District. The calculated value of 't' is more than standard table value at both levels of significance. Therefore hypothesis no. 3 is rejected. Further, it is discovered that the mean value of Achievement Motivation among female students in government secondary schools is higher than that of male students in government secondary schools. Finally, it is concluded that female students in government secondary schools have higher Achievement Motivation than male students in government secondary schools.
4. **In hypothesis No. 4 :** There is significant difference in Achievement motivation of students of urban and rural private secondary schools. The calculated 't' value is higher than the regular table value at both levels of significance. Therefore hypothesis no. 4 is rejected. Furthermore, the mean value of Achievement Motivation of urban students in private secondary schools is higher than the mean value of Achievement Motivation of rural students in private secondary schools. Finally, it was discovered that achievement motivation among urban students in private secondary schools is higher than that of rural students in private secondary schools.

5. In hypothesis 5: There exists significant difference in Achievement Motivation of urban and rural students in government secondary schools. The calculated value of 't' is more than standard table value at both levels of significance. Therefore hypothesis no. 5 is rejected. Furthermore, it is discovered that the Achievement Motivation of students of urban government secondary schools is more than Achievement Motivation of students of rural government secondary schools. Finally, Achievement Motivation was found to be higher among urban government secondary school students than the students of rural government secondary schools.

EDUCATIONAL IMPLICATIONS

At the secondary level, there is a substantial gap in Achievement Motivation between students in private and government schools. Students in private schools were more motivated to succeed than those in public schools. The school atmosphere should be as nice as any other to spark the attention of government school students and better inspire them. The planner should make the requisite arrangements to ensure a stable campus with ample human and physical resources. This was observed during the research work that there is vacant post of subject teacher and course is not completed, so students are moving toward the private tutorials. And they themselves comparing with private school students and feel inferior. So planner should pay attention regarding appointment of trained teacher and other facilities such as science laboratory, computer laboratory, language laboratory, library and other teaching material should be provided accordingly. Teachers must ensure that students participate more actively in order for them to learn concepts quickly and increase their grades.

SUGGESTION FOR FURTHER RESEARCH

1. The studies similar to the present one are to be replicated covering large content area and methodological sophistication.
2. Studies can be extended to cover primary and sr. secondary level.
3. Studies can be extended to learning disabled and gifted in diverse areas of primary, secondary and higher secondary level.
4. The variable selected in this study are not exhaustive more variable are to be studied before a comprehensive view of educational choice is obtained.
5. In the present study Achievement Motivation has been taken as a whole, but in further can be studied on different dimensions.
6. Studies can be undertaken to find out the influence of school environment, home environment, teachers on personality and achievement of students.
7. In the present research, investigator has selected secondary school only affiliated to Board of School Education Haryana (Bhiwani). A similar study may be conducted in the schools affiliated to Central Board of Secondary Education.
8. In the present study investigation, conclusion was based on the study of 100 students of 9th standard only. It may be replicated for different level of educational ladder.

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