

A Correlational Study on Academic Achievement and Achievement Motivation of Higher Secondary Students

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Abstract- *In this study, an attempt has been made to study the correlational study on academic achievement and achievement motivation of higher secondary students. For Academic Achievement the marks scored by the X standard students in the Annual Examination were used and Achievement Motivation Scale (AMS) developed by Pratiba Deo and Mohan (1985) and reconstructed by the Investigator (2023), have been used to collect the data from a sample of 530 High School Students studying in Puducherry Region. The Normative survey method has been followed and simple random sampling has been used in administration of the research tools. The result of the analysis reveals that there is average level of Academic Achievement and Achievement Motivation of High School Students. This study also found that there is significant difference in the Academic Achievement of High School Students in respect of Gender and Student Residence, there is significant difference in the Achievement Motivation of High School Students in respect of Gender and Student Residence, there is significant and positive relationship between Academic Achievement and Achievement Motivation of High School Students.*

Key Words: *Academic Achievement, Achievement Motivation, Gender, Student Residence and High School Students*

1. INTRODUCTION

Academic achievement refers to level of success in completing or completion of acquiring and attaining the curriculum studies in the formal environment of schooling. According to Duman, (2010) academic achievement defines as, "A measure of knowledge gained in formal education usually indicated by test scores, grade, grade points, average and degrees. Here, the achievement level of the student is judged by the marks that the students have scored in the quarterly examinations."

Achievement motivation is relatively a new concept in the psychology of human behavior. It refers to the behaviour of an individual who strives to accomplish something, to do his best, to excel others

in a performance. This involves competition with a particular standard of excellence, of performance that every characteristic of achievement motivation distinguishes it from other motives.

2. SIGNIFICANCE OF THE STUDY

Achievement refers to the scholastic or Academic achievement of the student at the end of an educational programme. A good number of variables such as personality characteristics of the learners, School adjustment, Study habits, intelligence, the Organizational climate of the school, motivation, curriculum planning, students IQ, health, peer group, past experience, attitude towards the school subjects and teachers, the emotional care, parents love and affection, family environment, socio-economic status etc., influence achievement in different degrees. Independent and dependent variables selected for the study are explained in the following paragraphs.

Achievement motivation shapes an indispensable part for a decent life. Individuals who are motivated towards accomplishment, all in all, appreciate life and feel responsible. Being persuaded keeps individuals dynamic and gives them self-regard. They set tolerably troublesome yet effectively reachable targets, which help them, accomplish their destinations.

3. OPERATIONAL DEFINITION OF KEY TERMS

Academic Achievement

Academic achievement refers to the students' capacity to fulfil assignments and meet learning objectives in a variety of subjects. Objective metrics, like final course grades and grade point averages, are commonly used to measure academic achievement. In the present study, the academic achievement

refers to marks secured by the high school students in the annual examination marks in school record.

Achievement Motivation

Achievement motivation refers to perform well in relation to a standard of excellence or in comparison with others who are competitors. Achievement goals can affect the way a person performs a task and represent a desire to show competence. In the present study, achievement motivation refers to the score obtained by the high school students in achievement motivation scale.

4. OBJECTIVES OF THE STUDY

The following objectives have been formulated for the present study:

1. To find out the level of Academic Achievement of High School Students.
2. To find out the level of Achievement Motivation of High School Students.
3. To find out, if there is any significant difference in the Academic Achievement of High School Students with regard to the sub-samples a) gender and b) student residence.
4. To find out, if there is any significant difference in the Achievement Motivation of High School Students with regard to the sub-samples a) gender and b) student residence.
5. To find out, if there is any significant relationship between Academic Achievement and Achievement Motivation of High School Students.

5. HYPOTHESES OF THE STUDY

1. The level of Academic Achievement of High School Students is low.
2. The level of Achievement Motivation of High School Students is low.

Descriptive Analysis

Hypothesis No.1

The level of Academic Achievement of High School Students is low.

Table 1-Mean and Standard Deviation in respect of Academic Achievement of High School Students

Variable	N	Mean	SD
Academic Achievement	530	346.36	67.90

It is evident from the Table-1, the calculated mean score of entire sample is found to be 343.57 and the standard deviation value is 67.90 respectively, which indicates that the mean score lies between the average value (279-413), so the framed hypothesis (1) is rejected. Hence, it is inferred that the level of

3. There is no significant difference in the Academic Achievement of High School Students with regard to the sub-samples a) gender and b) student residence.
4. There is no significant difference in the Achievement Motivation of High School Students with regard to the sub-samples a) gender and b) student residence.
5. There is no significant relationship between Academic Achievement and Achievement Motivation of High School Students.

6. METHOD OF THE STUDY

Normative survey method was adopted in the present study.

7. SAMPLE USED

Simple random sampling has been employed to collect the data from 530 High School Students studying in Puducherry Region.

8. TOOLS USED

In order to collect the required data, For Academic Achievement the marks scored by the X standard students in the Annual Examination were used and Achievement Motivation Scale (AMS) developed by Pratiba Deo and Mohan (1985) and reconstructed by the Investigator (2023).

9. ANALYSIS OF DATA AND INTERPRETATION

The data collected were descriptively analyzed by employing the following statistical techniques:

1. Descriptive Analyses
 - i. Measures of central tendency (Mean)
 - ii. Measures of variability (Standard Deviation)
2. Differential Analyses ('t' test and 'F' test) and
3. Co-relational Analyses (Karl Pearson Product Moment Correlation)

Academic Achievement of High School Students is average.

Hypothesis No.2

The level of Achievement Motivation of High School Students is low.

Table 2-Mean and Standard Deviation in respect of Achievement Motivation of High School Students

Variable	N	Mean	SD
Achievement Motivation	530	163.74	46.25

It is evident from the Table-2, the calculated mean score of entire sample is found to be 163.74 and the standard deviation value is 46.25 respectively, which indicates that the mean score lies between the average value (118-207), so the framed hypothesis (8) is rejected. Hence, it is inferred that the level of Achievement Motivation of High School Students is average.

Table-3 Significant Difference among Academic Achievement scores of High School Students with regard to Sub-Samples

Variable	Sub samples	N	Mean	SD	't' Value	Level of Significance at 0.05 level
Gender	Male	232	341.60	68.45	4.07	Significant
	Female	298	364.85	70.30		
Student Residence	Rural	229	343.73	68.12	3.59	Significant
	Urban	301	372.21	71.25		

In order to find out whether there is any significant difference between male and female High School Students in respect of their Academic Achievement, 't' value is calculated. The 't' ratio found to be 4.07 at 0.05 level and it is represented in table-3. The 't' value is higher than the table value. Hence the stated hypothesis is rejected. It is inferred that there is significant difference between male and female High School Students in respect of their Academic Achievement.

In order to find out whether there is any significant difference between rural and urban resident High School Students in respect of their Academic

Differential Analysis

Hypothesis No.3

There is no significant difference in the Academic Achievement of High School Students with regard to the sub-samples a) gender and b) student residence.

Achievement, 't' value is calculated. The 't' ratio found to be 3.59 at 0.05 level and it is represented in table-3. The 't' value is higher than the table value. Hence the stated hypothesis is rejected. It is inferred that there is significant difference between rural and urban resident High School Students in respect of their Academic Achievement.

Hypothesis No.4

There is no significant difference in the Achievement Motivation of High School Students with regard to the sub-samples a) gender and b) student residence.

Table-4 Significant Difference among Achievement Motivation scores of High School Students with regard to Sub-Samples

Variable	Sub samples	N	Mean	SD	't' Value	Level of Significance at 0.05 level
Gender	Male	232	162.46	46.44	3.04	Significant
	Female	298	174.64	48.22		
Student Residence	Rural	229	159.94	45.53	2.23	Significant
	Urban	301	166.89	47.54		

In order to find out whether there is any significant difference between male and female High School Students in respect of their Achievement Motivation, 't' value is calculated. The 't' ratio found to be 3.04 at 0.05 level and it is represented in table 4.4. The 't' value is higher than the table value. Hence the stated hypothesis is rejected. It is inferred that there is significant difference between male and

female High School Students in respect of their Achievement Motivation.

In order to find out whether there is any significant difference between rural and urban resident High School Students in respect of their Achievement Motivation, 't' value is calculated. The 't' ratio found to be 2.23 at 0.05 level and it is represented in table 4.4. The 't' value is higher than the table value. Hence the stated hypothesis is rejected. It is inferred

that there is significant difference between rural and urban resident High School Students in respect of their Achievement Motivation.

Hypothesis No.5

There is no significant relationship between Academic Achievement and Achievement Motivation of High School Students.

Correlation Analysis

Table –5 Showing the correlation values between Academic Achievement and Achievement Motivation of High School Students

Variable	N	'r' value	Level of Significance
Academic Achievement and Achievement Motivation	530	0.610**	Significant

Table-5 shows that, the co-efficient of correlation between Academic Achievement and Achievement Motivation of High School Students is found to be [N=530, r=0.610 at 0.01 level] which indicates that there is a positive correlation between Academic Achievement and Achievement Motivation scores. Therefore, stated hypothesis is rejected and it is concluded that there is a positive and significant relationship between Academic Achievement and Achievement Motivation of High School Students.

10. FINDINGS OF THE STUDY

- The level of Academic Achievement of High School Students is average.
- The level of Achievement Motivation of High School Students is average.
- There is significant difference between male and female High School Students in respect of their Academic Achievement.
- There is significant difference between rural and urban residence High School Students in respect of their Academic Achievement.
- There is significant difference between male and female High School Students in respect of their Achievement Motivation.
- There is significant difference between rural and urban residence High School Students in respect of their Achievement Motivation.
- There is a positive and significant relationship between Academic Achievement and Achievement Motivation of High School Students.

12. CONCLUSION

In the present study the level of academic achievement and achievement motivation of the high school students is average. There is significant and positive relationship between the high school students' achievement motivation and their academic achievement.

13. REFERENCES

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