

Achievement Motivation in Senior Secondary School Students

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Abstract: *The present study reflects that Human life can be described as a continuous work at task .Individuals may or may not be successful in facing these tasks. There are important component. In the development of expertise such as individual's motivation and desire to give the required time and effort to an activity as well as the support received from family, peers and instructors. Therefore, the present study shows that motivation is one of the major personality characteristics concerned in conceptions of creativity.*

Key Words: *achievement, motivation, senior secondary, students, creativity.*

1. INTRODUCTION:

1.1 Concept of Achievement

The Term “achievement” refers to the degree of level of success attained in some general and specified areas. Achievement is an end product of learning and its level. An achievement is an instrument, essentially a tool or device of measurement that helps in ascertaining the quality and quantity of learning attained in subject of study or group of subjects after a period of instruction by measuring the present day ability of the individual concerned. Therefore, achievement tests are essentially past-oriented. They give evidences or what has been learned and acquired by individual by testing his present ability. Achievement imagery in fantasy takes the form of thoughts about performing some task well, of sometimes being blocked of trying various means of achieving an f experiencing joy or sadness contingent upon the outcome of the effort. Achievement is an accomplishment that gave you enjoyment while doing it, satisfaction from the outcome a sense of pride. According to super, “An achievement or proficiency test is used to ascertain what and how much has been learnt or how much the task been performed”.

1.2 Concept of Motivation

Motivation is key to accomplishment, be it in academics or in physical activities and sports. It is, therefore, necessary to understand the meaning of motivation and also to examine how varies regarding various types of motivation is essential to understand the true import of its meaning. According to Amiable, motivation and further emphasized that “Without the support of non-intellect traits, such as the capacity and willingness to work hard in achieving excellence, it is impossible to rise above mediocrity”. Renzulli stated similar views. Motivation can be one of the most important factors on enhancing achievement. Moreover, achievement motivation is an important predictor of both academic and job outcomes. It is indicated that a strong sense of motivation, typically in combination with ability factors such as aptitudes or individual personality traits can be a powerful predictor of academic success. Motivation is defined in terms is used exchangeable with Renzulli's task commitment as perseverance, hard work, endurance.

2. REVIEW OF LITERATURE:

Tavani and Iosh (2003) studied motivation; self confidence and expectations as predictors of academic performance. On a sample of 4012 high school students of Florida the freshman survey instrument developed by cooperative institutional research rorame was employed tyo collect the data. The finding indicated that parent education was found to be significant predictors of educational achievement parental education hgas also positive relationship with achievement motivation of the students.

Deary et al. (2004) conducted a logitudinal study to exmine the association between psychometric intelligence and educational achievement. The intelligence and educational achievement. The smple comparing of 70,000 school. Students of England participated in the study. Academic achievement was taken as the scores btained by students in national public examine Thew results showed gender difference in academic achievement. The finding indicated that the girls performed better than the boys.

Sunitha (2005) Studied academic lerning environment of students from aided and unaided co-educational high schools. The sample of 240 students was selected from the schools of Dharwad ciuty in India-Data were collected from administering home lerning environment scale develop by the researchers and academic achievemnt was taken as average. Percentage marks of previous year and two semesters of the current year4 of the students. The results revealed to significant different in academic achievement of boys and girls parental education was also found to have significant and positive relationship with academic achievement of the students.

Halawah (2006) examined the effect of motivation, fami8ly environment, and student characteristics on academic achievement on the sample c comprised of 388 high school student including 193 male and 195 female

students of Abu Dhabi district in United Arab Emirates. Grade point average was taken as measure of academic achievement of the students. The results revealed no significant gender difference in academic achievement of the students.

Van De Gear, Eva, et al (2007) investigated on the impact of students achievement motivation on the status and growth in mathematics and language achievement of boys and girls across grade seventh and eighth. They found the positive effect of achievement motivation both individual in group on their achievement.

Pandey and Faz Ahmed (2008) have investigated to study the significance of difference between male and female adolescents of XI class students, on academic performance, achievement motivation, intelligence and socio-economic status. They found that there is no significant difference between male and female adolescents on measures of a academic performance, achievement motivation intelligence and socioeconomic status.

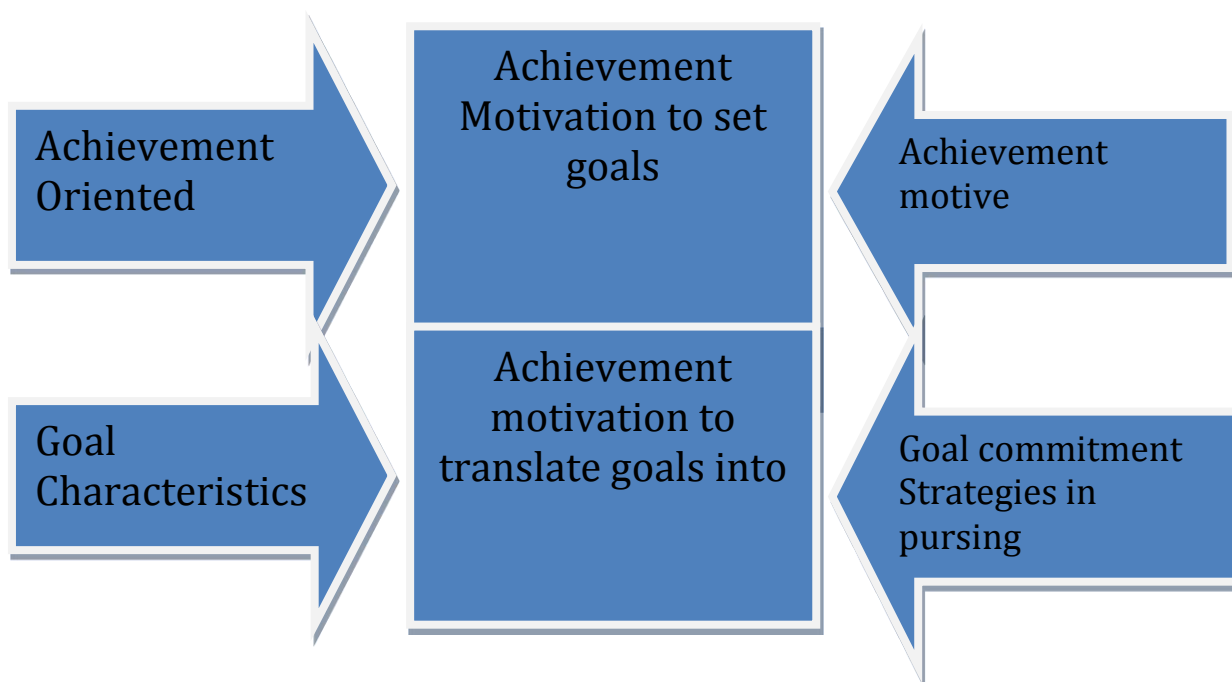
Sangeeta (2009) studied the impact of self-concept and academic achievement motivation on academic performance of secondary school students of Hyderabad Karnataka region. She concluded that academic achievement motivation had a high impact on the academic performance of the students. Further the academic achievement motivation and academic performance of the students were significantly correlated were interdependent.

J.M. Mulia (2010) A study of the relationship between academic achievement motivation and home environment among standard eight pupils. The objective of this study was to investigate the relationship between academic achievement and home environment among standard eight pupils. It was recommended that parents need to be aware of the important of their role in their children's academic achievement motivation so that can provide the necessary facilities at home.

Dr. Surrender Singh (2012) In present study the investigators attempt to find out the and socio-emotional climate of the school. The conclusion of the study reveals that achievement motivation of senior secondary school students does not differ significantly at different levels of their self-emotional climate of the school.

Firouzeh Sepehrian Azar (2013) has investigated the relationship between self-efficacy, achievement motivation, academic procrastination as predictors of academic achievement in pre-college students. The results revealed that there was significant difference between boys and girls in terms of the level of achievement motivation, academic achievement and academic self-efficacy.

3. COMPONENT OF ACHIEVEMENT MOTIVATION:



4. CHARACTERISTICS OF ACHIEVEMENT MOTIVATION:

- The level of aspiration of such people is found to be higher. But they raise it step by step and always set in it the intermediate zone where there is moderate risk.
- They show greater persistence in work at an achievement related task.
- They show more efficiency or a higher level of accomplishment.
- They are found to derive more pleasure from success than people who are weak in achievement motive.
- Person having materialistic attitude, belonging to higher caste and capitalistic strata are found to possess strong achievement motive.

5. CONCEPT OF THE ACHIEVEMENT MOTIVATION:

Achievement motivation is an important determinant of aspiration, effort and persistence. When an individual expects that his performance will be evaluated in relation to some standard of excellence, such behaviour is achievement oriented. There is a universal tendency in man to strive, to excel and succeed and to win and go ahead of other. This tendency can be called the self assertion or the motive to achieve. Self concept refers to that particular cluster of ideas and attitudes we have about our awareness at any given moment of time. Self – concept as the organized cognitive structure derived from experience of our own self. Self-concept frequently refers to a person's attitude and feeling about himself and secondly it is regarded as a group of psychological processes which govern behavior and adjustment. Self concept is the foundation upon which the success and in life rests. Achievement motivation is relatively a new concept in the world of motivation. It is essentially a type of motivation that a personal in nature. It owes its birth to U.S.A. and basically a product of a system that is based on capitalism cut throat competition and blind race toward materialism .Let us try to understand the meaning of such motivation.

It includes definitions of achievement motivation.

- Atkinson and Feather: - “The achievement motive is conceived as a latent disposition which is manifested in overt striving only when the individual perceives performance as instrumental to a personal accomplishment”.
- Irving Sarnoff: - “Achievement motive is defined in terms of the way an individual orients towards objects or conditions that he does not possess. If he values those objects and conditions that he ought to possess them he may be regarded as having an achievement motive”.
- Mc. David and Hasari: - “A system of good direction in human activity that is closely related to competence. Aggressiveness dominance is described by psychologists as achievement motivation”.

6. CONDITIONS FOR DEVELOPING ACHIEVEMENT MOTIVATION:

McClelland (1965) prepared a list of various propositions and conditions for developing achievement motivation some of which are described below:-

- Reasons to develop a motive: The individual should have in advance many reasons to believe that he should develop an achievement motive.
- Realistic and reasonable motive: The individual should understand that this motive is realistic and reasonable.
- Clearly understand and describing various aspects of the motive: The individual should be able to clearly understand and describe various aspects of the achievement motive.
- Linking the motive to related actions and deeds: The individual should be able to link the motive to related actions and deeds in order to bring about change in thought and actions.

7. CONCLUSION:

The basic of achievement motivation is achievement motive i.e. a motive to achieve. Those who engage themselves in a task on account of achievement motive are said to work under the spirit of achievement motivation. Therefore in order to understand the meaning of the term achievement motive it is essential to know in detail the nature and meaning of achievement motive. Motive as we know can be classified into various types, when one is concerned with making and retaining friendship with opposite sex, we say he has sex motive. When a student desires to become monitor of his class or captain of the football team, he is said to possess power motive and his desire to seek the reward and approval of his teacher or parents is termed as approval motive. Similarly the desire to improve his performance at school or to get a good grade or to become an engineer and so on is known as achievement motive.

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