



IMPACT OF ACHIEVEMENT MOTIVATION ON THE ACADEMIC ACHIEVEMENT OF PHYSICALLY CHALLENGED STUDENTS AT SECONDARY SCHOOL LEVEL IN GUNTUR DISTRICT OF ANDHRA PRADESH

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Abstract

Academic motivation plays a very crucial role in the process of learning. Therefore, investigation of achievement motivation on the basis of students self-confidence and certain demographic variables is very important in order to provide certain ways and means to improve or promote their achievement motivation so that they can excel in their studies. Achievement motivation particularly among physically challenged children may play an important role in shaping the lives of the individuals and the society. The study aims to assess the achievement motivation among the physically challenged students in terms of their gender, locality, and the level of achievers and it analyzes the relationship between the achievement motivation and academic achievement among the physically challenged students in the study area. Descriptive Research Design was adopted. Both primary and secondary data was utilized for drawing conclusions from the study. The study area comprises the secondary school students studying ninth standard at various government schools identified for the study in the Guntur district of Andhra Pradesh. The sample size fixed for the study was 120. The sampling procedures applied in this study were multi stage random sampling technique and purposive sampling technique. The primary data was collected with the help of structured questionnaire and the data analysis was done with the help of percentages, mean, standard deviation, t-test and Pearson's Correlation Coefficient test. The study concludes that there is a significant relationship between Achievement Motivation and academic Achievement of the physically challenged students at secondary school level.

Keywords: Achievement Motivation, Physically Challenged Students, Academic Achievement.

STATEMENT OF THE PROBLEM

Academic motivation plays a very crucial role in the process of learning. It is acknowledged by all psychologists, educationists and educators that if the students lack these abilities, their performance and urge to achieve their goals will definitely be hampered. Higher the academic motivation higher would be the level of academic performances of the students. If we as educators can work towards increasing the academic motivation in students then we can create a solid foundation for success in education.

The students enrolled in secondary classes are experiencing the ‘storms and stresses’ of adolescence, a very critical stage of their lives. During this period, they keep vacillating between being children and being adults. Self-confidence is an attitude which allows individuals to have positive and realistic views of themselves. It effect directly or indirectly student’s adjustment behavior as well academic motivation and further these factors affect student’s participation at school level. Usually it is seen that those students who are not able to adjust themselves properly in the school or in the classroom become isolates and they do not take part in the curricular and co-curricular activities.

Children need security and feeling of confidence that comes from teacher’s side. Encouragement and motivation given by teachers help child in achieving higher goals and in shaping destiny.

Therefore, investigation of achievement motivation on the basis of students self-confidence and certain demographic variables is very important in order to provide certain ways and means to improve or promote their achievement motivation so that they can excel in their studies. That is why; taking into consideration these factors, an attempt will be made by the researcher to study the achievement motivation of school students.

The rising post-modernism ideology have cut across and entered many young students’ minds. As the matter of fact, students are confused whether to abide educational philosophical disciple or get along with the loose day to day life which is there at the door challenging the students. The teachers in school are busy completing the syllabus doing other works and the parents at home do not give sufficient time to students. As a result the students seem to have lack of intrinsic motivation. The schools also lack Counseling centers which could have played part in arousing intrinsic motivation among students.

Achievement motivation particularly among physically challenged children may play an important role in shaping the lives of the individuals and the society. Therefore it is appropriate to undertake a study on Achievement Motivation and its effect on academic achievement among physically challenged secondary school students. The present study aimed at surveying the level of achievement motivation and its impact on academic achievement among the physically challenged students at secondary school level in the Guntur district of Andhra Pradesh.

REVIEW OF LITERATURE

Verma and Kumari (2016) conducted a study on a sample of 300 students of Ludhiana (Punjab) to study the academic achievement of children at elementary stage in relation to their self-confidence. Findings of the study revealed that significant relationship exists between self-confidence and academic achievement of elementary school students. No significant difference was found in the self-confidence of male and female elementary school students. It was also found that there exists difference in the academic achievement of elementary school students with high and low self-confidence.

Atherton (2017) examined the extent to which students undertaking open access programs and undergraduate course were confident in learning. It was found that a lack of confidence arises predominantly in females who were also less optimistic in predicting the performance of a third person beginning their respective course. The results from open access students collected from consecutive years were compared to the results of undergraduate chemistry students. The findings were significant in that the students in the first year of undergraduate chemistry had significantly lower confidence than students in open access courses who are traditionally thought of disadvantaged in some way. The paper argues the need to build confidence in students who experience high levels of uncertainty in learning.

Rohtas Kumar Verma and Saroj Kumari (2018), in their study on effect of self-confidence on academic achievement of children at elementary stage had found that significant relationship exists between academic achievement and achievement motivation of elementary school students. It was also found that there exists difference in the academic achievement of elementary school students with high and low self-confidence. So teachers should provide congenial environment to the students in the classroom for sufficient development of their self-confidence and academic achievement.

OBJECTIVES OF THE STUDY

1. To assess the achievement motivation among the physically challenged students in terms of their gender, locality, and the level of achievers
2. To analyze the relationship between the achievement motivation and academic achievement among the physically challenged students in the study area.

HYPOTHESES OF THE STUDY

In order to test the statistical validity of the above mentioned research objectives, the following null hypotheses were framed and tested for their statistical significance.

H₀₁ : There exists no significant difference in the level of achievement motivation among the male and female students.

H₀₂ : There exists no significant difference in the level of achievement motivation among the students from urban and rural area schools.

H₀₃ : There exists no significant relationship between achievement motivation and academic achievement

RESEARCH METHODOLOGY

For the purpose of present study, Descriptive Research Design was adopted. Both primary and secondary data was utilized for drawing conclusions from the study. The study area comprises the secondary school students studying ninth standard at various government schools identified for the study in the Guntur district of Andhra Pradesh.

The achievement motivation levels were derived with the help of achievement motivation scales by Prof. Pratibha DEO and Dr. Asha Mohan. The levels of academic achievement were derived with the help of annual examination score cards. The sample respondents comprises only the physically challenged students of both male and female genders hailing from both urban and rural areas. The sample size fixed for the study was 120.

The sampling procedures applied in this study were multi stage random sampling technique and purposive sampling technique. The dimensions examined in this study were gender, locality and self-confidence levels. The primary data was collected with the help of structured questionnaire and the data analysis was done with the help of percentages, mean, standard deviation, t-test and Pearson's Correlation Coefficient test.

DATA ANALYSIS AND FINDINGS

Table No. 1

Distribution of the Sample Respondents by Gender

Gender	Frequency	Percentage
Boys	58	48.3
Girls	62	51.7
Total	120	100

The above table shows that out of the total sample respondents, 48.3 percent of the respondents are boys and 51.7 percent of the respondents are girl students in terms of their gender.

Table No. 2
Distribution of the Sample Respondents by Locality

Locality	Frequency	Percentage
Urban	64	53.3
Rural	56	46.7
Total	120	100

The above table shows that out of the total sample respondents, 53.3 percent of the respondents are from urban background and 46.7 percent of the respondents are from rural background in terms of their locality.

Table No. 3
Mean Scores and Standard Deviation of Achievement Motivation of Boy and Girl Students

	Gender	N	Mean	SD
Achievement Motivation	Boys	58	121.42	17.72
	Girls	62	125.36	17.35

The table no. 3 indicates the mean scores and standard deviation of achievement motivation of Boy and Girl students. It shows that the mean scores of both Boy and Girl students are 121.42 and 125.36. The standard deviation of Boy students is 17.72 and Girls students is 17.35.

Verification of Hypothesis – H₀₁

H₀₁ : There exists no significant difference in the level of achievement motivation among the male and female students.

Test applied : t- Test.

Table No. 4
Difference in Mean Scores on Achievement Motivation of Boy and Girl Students

	Gender	N	Mean	SD	t value	Result
Achievement Motivation	Boy	58	121.42	17.72	1.32	Significant at 0.05 level
	Girl	62	125.36	17.35		

The above table shows the mean scores on achievement motivation of Boy and Girl students. It shows that the mean scores of both Boy and Girl students are 121.42 and 125.36 and the standard deviations are 17.72 and 17.35 respectively.

The result shows that the obtained t-value is 1.32 and it is significant at 0.05 level of significance. Thus the null hypothesis is rejected and it can be concluded that there is a significant difference in Achievement Motivation between Boy and Girl students.

Verification of Hypothesis – H₀₂

H₀₂ : There exists no significant difference in the level of achievement motivation among the students from urban and rural area schools.

Test applied : t-Test

Table No. 5
Difference in Mean Scores in Achievement Motivation between
Students of Urban and Rural Areas.

	Locality	N	Mean	SD	t value	Result
Achievement Motivation	Urban	64	124.52	16.46	0.38	significant at 0.05 level
	Rural	56	124.22	17.29		

The above table shows the mean scores on achievement motivation of between students of urban and rural areas. It shows that the mean scores of both urban and rural area students are 124.52 and 124.22 and the standard deviations are 16.46 and 17.29 respectively.

The result shows that the obtained t-value is 0.38 and it is significant at 0.05 level of significance. Thus the null hypothesis is rejected and it can be concluded that there is a significant difference in Achievement Motivation between students from Urban and Rural area schools.

Verification of Hypothesis –H₀₃

H₀₃ : There exists no significant relationship between achievement motivation and academic achievement.

Test applied : Pearson's Co-efficient Correlation

Table No. 6
Relationship between Academic Achievement and Achievement
Motivation

		Academic Achievement
Achievement Motivation	Pearson Correlation (r)	0.14
	N	120

The above table shows the relationship between academic achievement and achievement motivation. It shows that the Pearson's Correlation (r) is 0.14 and the number of respondents are 120 and the degree of freedom is 118.

The results indicate that the coefficient of correlation is significant at 0.05 level of significance. Hence, the null hypothesis is rejected and it can be concluded that there is a significant relationship between Achievement Motivation and academic Achievement of the physically challenged students at secondary school level

CONCLUSION

The study depicts that the achievement motivation among Girl students is slightly higher than the Boy students among the physically challenged students. It was observed from the study that Girl students among the physically challenged category of students were more studious than the Boy students at secondary school level.

The study shows that the Girl students are having higher motivational goals and aspirations than their counter parts. It was observed that the mean scores of Girl students is greater than the Boy students.

The study shows that the urban area students are having high achievement motivation level than the rural area students. It was observed that the mean score of urban area students is greater than the rural area students.

The study concludes that there is a significant relationship between Achievement Motivation and academic Achievement of the physically challenged students at secondary school level

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