



INTERNATIONAL JOURNAL OF PHARMACEUTICAL RESEARCH AND BIO-SCIENCE

A COMPARATIVE STUDY TO ASSESS THE ACADEMIC ACHIEVEMENT MOTIVATION AMONG SECONDARY SCHOOL STUDENTS IN URBAN AND RURAL AREAS OF TIRUPATI

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Accepted Date: 16/08/2014; Published Date: 27/08/2014

Abstract: Academic achievement motivation is used to mean the pupil's need or drive towards the achievement of success in academic work. The present study was aimed to compare the academic achievement motivation among secondary school students in urban and rural areas of Tirupati. The study was conducted on a sample of 100 secondary school students (50 from urban, 50 from rural) by using non probability convenient sampling technique. Modified Deo Mohan Achievement Motivation Scale was used to measure academic achievement motivation. The results revealed that there is no significant difference between urban and rural secondary school students in their academic achievement motivation. Evidence from this investigation revealed that, majority of secondary school students were having average level of academic achievement motivation both in urban and rural areas. This study suggests that necessity of developing academic achievement skills and tendency to strive for success in scholastic performance.

Keywords: Academic achievement motivation, Secondary school students.



PAPER-QR CODE

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Access Online On:

www.ijprbs.com

How to Cite This Article:

Bhagyalakshmi M, Mahati J, Hemalatha S, Sudha Rani P; IJPRBS,
2014; Volume 3(4): 724-729

INTRODUCTION

The children of today are the future of tomorrow; this powerful statement assumes significance in our context as children (0-15 years) comprise one third of the total population in the country. Every child, on provision of a conducive and an enabling environment, may blossom into an ever fragrant flower, to shine in all spheres of life. This reminds us of the onerous responsibility that we have to mold and shape their present conditions in the best possible way.¹

Education takes care of productivity and quality of life. It is a tool of transmission of culture, accumulated knowledge and experience of a society.¹ Secondary education is the link between the primary education on the one end and the university education on the other. Secondary education seeks to provide future leadership to the society in the various walks of life.²

An educational process works for the complete development of individuals in terms of their cognitive, affective and psycho-motor domains; and they have a prime duty to fully promote academic excellence and achievement.²

Achievement is a great driving force for the benefit of both intellectual learning and personality development of the pupils. Students' perception of academic climate in a school promotes their positive or a negative attitude towards their work at school. Poor attitudes manifest themselves in undesirable behavior such as inattentiveness and truancy which in turn affects their academic performance.²

One of the most important factors that lead one to their goals is the drive. This drive is known as motivation.³ Motivation is derived from the word "Motive" which means awaken the power of desire.⁴ Achievement motivation seems to vary from person to person. What makes us strive or not strive for goal-well one easy way to think about it is through extrinsic and intrinsic motivators. Extrinsic motivation comes from outside of the individual e.g reward. Intrinsic motivators are rewards we get internally, such as enjoyment or satisfaction

Everyone experiences lack of motivation from time to time. For some people, trouble feeling motivated can have negative impact on academic, personal or professional success. Low grades, damaged friendships are all realistic consequences of low motivation. One of the important needs present in all human beings is the need for achievement or the need to attain increasingly higher level of performance. People high in achievement motivation tend to exert more efforts and perform better than the low achievers. For some students, the desire to achieve overwhelms other factors that could cause failure, such as; lack of skills, lack of experience, lack of ability, or lack of time. Increase in motivation will emerge and may increase desire to achieve.⁹

The present study will help to know the attitude and interest students in their studies and to compare it from Urban and Rural areas and will help to develop attitude towards them and will be beneficial to raise the level of their interest. The study will also help to enhance the ability of students and to find out the motivation behind every achieved goal. So the investigator has taken up the study.

Objectives of the study:

The objectives of present study are as follows:

1. To assess the academic achievement motivation among secondary school students in urban and rural area separately.

2. To compare the academic achievement motivation among secondary school students in urban area and rural areas.
3. To determine the association between academic achievement motivation of secondary school students in Urban and Rural areas with their selected socio-demographic variables.

MATERIALS AND METHODS:

The study was conducted in selected Urban and Rural secondary schools of Tirupati, Chittoor (Dist), A.P. i.e. at SGS High school at Bhavani Nagar (Urban area) and S.P.Z.P. High school at Chandragiri(Rural area), Tirupati. The target population chosen for this study was 10th class secondary school students who were falling under inclusion criteria. 100 secondary school students (50 from urban and 50 from rural) were selected by “Non probability convenient sampling” technique.

Description of the research tool

The present study planned mainly to assess the academic achievement motivation among Urban and Rural secondary school students, Tirupati. Hence the following tools were used in the study. It consists of 2 sections.

Section I - contains questions to collect demographic data

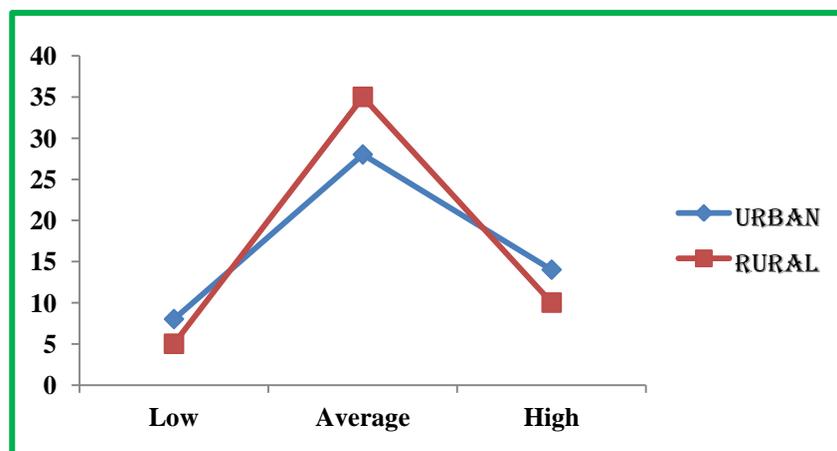
Section II –Modified Deo-Mohan Achievement Motivation (N-Ach) Scale by Pratibha Deo & Asha Mohan(1985)

An official written permission was obtained from the Headmistress of Urban and Rural secondary schools to carry out the study. It was decided to take 100 samples (50 from Urban and 50 from Rural). The period of data collection was 7-2-14 to 21-02-14. Data were collected from all students who are available and were willing for participation by using self-reported questionnaire.

RESULTS:

Fig-1 Distribution of level of academic achievement motivation among urban and rural secondary school students

n=50(Urban) n=50(Rural)



The above fig-1 shows that in Urban area, 28(56%) secondary school students showed average level of academic achievement motivation, 14(28%) showed high level of academic achievement motivation and 8(16%) showed low level of academic achievement motivation, where as in Rural area, 35(70%) secondary school students showed average level of academic

achievement motivation, 10(20%) showed high level of academic achievement motivation and 5(10%) had low level of academic achievement motivation

Mean scores of the academic achievement motivation in Urban secondary school students were 109 ± 19.6 and Rural secondary school students were 111 ± 17.2 respectively. Hence this difference is not statistically significant.

Association of demographic variables with level of academic achievement motivation among urban secondary school children.

S.no		Chi-square(x^2)				D.F		Inference	
		Cal value		Table value		Urban	Rural	Urban	Rural
		Urban	Rural	Urban	Rural				
1.	Age in years	2.84	2.89	9.49	9.49	4	4	NS	NS
2.	Gender	6.75	0	5.99	0	2	2	S*	NS
3.	Hostler/dayscholar	18.7	16.2	9.21	9.21	2	2	S**	S**
4.	Religion	1.6	2.11	9.49	9.49	4	4	NS	NS
5.	Mother's education	22.1	6.82	16.8	12.5	6	6	S**	NS
6.	Mother's occupation	7.25	12.2	15.5	15.5	8	8	NS	NS
7.	Father's education	22.7	20.8	16.8	16.8	6	6	S**	S**
8.	Father's occupation	6.24	8.49	15.5	15.5	8	8	NS	NS
9.	Family system	4.42	4.04	5.99	5.99	2	2	NS	NS
10.	Family income per month	16.0	3.00	13.2	13.2	4	4	S**	NS
11.	No. of children in the family	15.7	18.1	12.5	12.5	6	6	S*	S**
12.	Order of birth	5.55	14.4	12.5	12.5	6	6	NS	S*

The data presented in the above Table revealed that in urban area there was a statistically significant association exists between hostler/day scholar, mother's education, father's education, family income at 0.01 level and gender, no. of children living in the family at 0.05 level. Where as in rural area there was a statistically significant association exists between hostler/day scholar, father's education, no. of children in the family at 0.01 level.

DISCUSSION:

The study was undertaken to "Assess and compare academic achievement motivation among secondary school students in Urban and Rural areas of Tirupati". The discussion of the present study is based on findings obtained from descriptive and inferential statistical analysis of collected data. It is presented in view of the objectives of the study.

The first objective of the study was to assess the Academic achievement motivation among secondary school students in Urban area and Rural area separately. Among 50 Urban secondary school students 8(16%) had low level of academic achievement motivation, 28(56%) had

average level of academic achievement motivation, 14(28%) had high level of academic achievement motivation. Among 50 Rural secondary school students 5(10%) had low level of academic achievement motivation, 35(70%) had average level of academic achievement motivation, 10(20%) had high level of academic achievement motivation

The results of the present study were supported by the earlier study conducted by Madhu Gupta, Mamata Devi, Pooja Pasrija(2012)¹¹ on achievement motivation: a major factor in determining academic achievement of 11th class students in relation to some demographic variables viz. gender, locality and type of schools. It was found that male & female adolescents with high achievement motivation showed better academic achievement than their counterparts. Further, results also showed that high achievement motivation adolescents of Rural area and Urban area as well as private and govt. schools were found to be better on academic achievement than their corresponding parts.

The second objective of the study was to compare the academic achievement motivation among secondary school students in Urban area and Rural areas. It shows that the mean of the academic achievement motivation in Urban and Rural secondary school children were 109.14 and 111.04, standard deviation were 19.628 and 17.245 respectively, the mean difference was -1.9. The 't' test calculated value is 0.5142 is lesser than 't' table value 1.66. Hence this difference is considered to be not statistically significant.

The results of the study were supported by the earlier study conducted by K. Velmurugan, Dr. V. Balakrishna(2013)¹² on achievement motivation of higher secondary students in relation to locality and type of family. The study was conducted on a random sample of 600 students studying in Ariyalur and Perambalur districts in Tamil Nadu. The results of the study revealed that there is no statistically significant difference between the Rural and Urban school students in their achievement motivation. Also, it is inferred that there is no significant difference between the higher secondary students coming from joint family and nuclear family in their achievement motivation.

The Third objective of the study was to determine the association between Academic achievement motivation of secondary school students in Urban and Rural areas with selected demographic variables. The chi-square test revealed that among Urban secondary school students there was a statistically significant association exists between hostler/day scholar, mother's education, father's education, family income at 0.01 level and gender, no. of children living in the family at 0.05 level. Among Rural secondary school students there was a statistically significant association exists between hostler/day scholar, father's education, no. of children in the family at 0.01 level and order of birth at 0.05 level.

This study was correlated with the study conducted by F.Aydm(2011)¹³ investigated secondary school students' "achievement motivation" towards geography lessons. Total 151 students studying in high schools were selected randomly from the city center of Karabuk in the academic year of 2010-2011. The views of students about the scale of geography lesson achievement motivation has shown significant difference according to "class level", but did not show any significant difference according to "gender", "mother's education level", "father's education level" and "family income status".

CONCLUSIONS:

Evidence from this investigation revealed that, majority of secondary school students were having average level of academic achievement motivation both in Urban and Rural areas. This

study suggests that necessity of developing high academic achievement motivation and tendency to strive for success in scholastic performance. Teachers and parents should help the students to develop positive achievement motivation through their approval and interpersonal development. An interesting curriculum can be very effective in order to activate a positive attitude towards study. Moreover, the friendly behavior of teacher to students can go a long way in connection with the development of a positive attitude. Nurses working in clinical and community areas should engage themselves to develop academic skills, characteristics of mentally healthy person, participation in extracurricular activities, and ability to develop peer relationships among school children and also it helps to improve high academic achievement motivation.

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