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ACHIEVEMENT MOTIVATION OF CHILDREN AS A FUNCTION OF THEIR AGE AND SEX

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ABSTRACT

Achievement motivation has gained considerable attention in the previous decades. Achievement motivation is relatively a new concept in the world of motivation. Motivation is the force which impels or initiates individual actions. And achievement motivation is the tendency to maintain and increase individual proficiency in one's area of work. It is an urge to improve. It implies dissatisfaction with the present state of affairs.

In the present study attempt has been made to study the achievement motivation of children of different classes with respect to their age, sex and locality. It was an attempt to know how for the preceding factors affect the achievement motivation of the children. To find out this the study was conducted on 200 school going children of Kangra and Ludhiana districts of H.P. and Punjab.

Keywords: Achievement motivation, school children.

INTRODUCTION

All human behaviour purposeful or goal directed. Everything a person does is done to satisfy some need or attain some goal. In every sphere of life and at various phases of activities, motivation plays an important role. Our success and achievement motivation is the process of which man is impelled to seek goal.

There is a universal tendency in many of us to strive, to excel, succeed to win and to go ahead of others. There is more to be learnt by the social customs and education rather than being in born. This tendency can be called the self-assertion or the motive to achieve. It affects many activities of the individual and help in meeting of the goal, to carry out the projects through a successful competition, to beat the rival to achieve success of its own sake.

Motivation is that force which impels or initiates individual actions. When the individual gets any motive he experiences a tension and become restless. His activities are then initiated. Achievement motivation is relatively a new concept in the world of motivation. The term "achievement motivation" has been defined by psychologist as the tendency to maintain and increase individual proficiency in one's area of work. It is an urge to improve. It implies dissatisfaction with the state of affairs.

McClelland and Atkinson have come to the conclusion in the individuals there is the need for achievement motivation A person who has a high need for achievement sees problem and

obstacles as challenges to be met. Among the middle class and in that society where the individuals have reached beyond the minimum survival needs level the achievement motivation may be expected.

The need for achievement develops in every childhood. It depends on the mother child interaction and the home environment. Those mothers who set high expectations for their children, maintain fairly loose emotional ties, and encourage the child to master his environment, while at the same time providing same degree of support foster strong achievement motivation in their children.

The children who remain low in their achievement motivation have parents who continue to demand dependency from them even at that age of their children at which the other parents have relaxed their restriction. High achievement is generally found in homes where mother dominates and she is achievement oriented, strong, supportive and strict rather than tender; often in these homes father is inapt.

Most of the research studies indicate the multidimensional nature of achievement motivation but they are not unanimous on the nature and number of dimension. Research studies that are directly related to school have been moderately successful in showing the importance of the "need to achieve" in the school setting (Tamhanker 1967; Mehta, 1969; Desai, 1970; Chanderkala, 1972; Pathak, 1979; Christain, 1980)

Achievement motivation is developing fast in various area in educational psychology. The importance of these studies is that these paved way for other studies in the field of achievement motivation.

OBJECTIVES

1. To study the achievement motivation of children of class VIII, Class IX, Class X and Class XI.
2. To study the effect of age on achievement motivation.
3. To study the effect of sex on achievement motivation.
4. To study the effect of locality on achievement motivation.

HYPOTHESES

1. Children of higher age would be higher on their achievement motivation.
2. There is no significant different difference in achievement motivation on the basis of sex.
3. There is no significant difference in achievement motivation of students between the rural and urban students of same age.
4. There is no significant difference in achievement motivation belonging to reserve and general category of the same age group.

DELIMITATION

1. Sample was delimited to only 200 students, 100 of Kangra District and 100 Ludhiana District.
2. Achievement motivation was studied as function of age and sex.
3. The study was equally balanced among boys and girls.
4. The study was equally balanced among rural and urban students.

METHODOLOGY

1. Keeping in the view the nature of the study, 200 students were selected at random of different classes i.e. class VIII, Class IX, Class X and Class XI. For this purpose data is collected from three schools of Ludhiana District of Punjab and two schools of Kangra District of Kangra of H.P. The schools were selected keeping in view the convenience of the investigator.

The data for the present study was collected with the help of Rao Achievement Motivation Test. In order to study the first objective of the study achievement motivation score children of classes VIII, IX, X and XI

Table 1: Comparison of achievement motivation score of students of different classes VIII, IX, X and XI

Class	N	M	SD	t value	Remark
VIII	50	48.68	6.12	1.46	N.S.
IX	50	50.60	7.04		
IX	50	50.60	7.04	0.60	N.S.
X	50	49.82	5.73		
X	50	49.82	5.73	0.06	N.S
XI	50	49.76	3.94		

An overview of table-1 shows that there is no significant difference exist in the achievement motivation of students of VIII, IX, X, and XI Classes.

Table 2: Comparison of boys and girls of classes VIII, IX, X and XI on the variable achievement motivation

Class	Sex	N	M	SD	t value	Remark
VIII	Boys	26	48.03	6.78	0.75	NS
	Girls	24	49.37	5.54		
IX	Boys	29	49.58	8.52	0.24	NS
	Girls	21	50.18	8.90		
X	Boys	28	50.21	3.00	0.68	NS
	Girls	22	49.23	6.24		
XI	Boys	25	50.36	6.78	0.40	NS
	Girls	25	49.64	5.88		

An overview of table-2 shows that there is no significant difference exist in the achievement motivation of boys and girls of VIII, IX, X, and XI Classes.

Table 3: Comparison of achievement motivation score of rural and urban students of classes VIII, IX, X and XI

Group	Class	N	M	SD	+ Value	Remarks
Rural	VIII	25	43.37	5.83	1.52	NS
Urban		25	50.00	6.40		
Rural	IX	25	49.76	6.84	0.34	NS
Urban		25	51.44	7.04		
Rural	X	25	46.64	7.74	2.37	S*df 48
Urban		25	50.84	4.36		
Rural	XI	25	49.76	5.52	0.00	NS
Urban		25	49.76	6.72		

*Significant at 0.05 level of significance.

An examination of table-3 infer that there is no significant difference in the achievement motivation of rural and urban students of class VIII, IX, X, and XI.

But there is significant difference in the achievement motivation of class X rural and urban students with 't' relevant ratio of 2.37 which is significant at 0.05 level of difference. This means

that urban students studying in class X have higher achievement motivation rate compared to class X rural students.

Table 4: Comparison of achievement motivation between general and reserve categories of classes VIII, IX, X and XI

Group	Class	N	M	SD	't' value	Remarks
Reserve	VIII	25	49.57	6.21	0.98	NS
General		25	48.47	6.10		
Reserve	IX	37	50.89	7.45	0.48	NS
General		13	49.92	5.72		
Reserve	X	37	50.40	5.42	1.38	NS
General		13	47.62	6.61		
Reserve	XI	39	50.61	5.76	1.69	NS
General		11	46.63	6.76		

NS = Non- significance

Table-4 depicts that there is no significant difference in the achievement motivation of students belonging to general and reserve category of some age of different classes VIII, IX, X and XI.

FINDINGS

➤ The first hypothesis that 'Children of higher age would be higher on achievement motivation' is rejected. It means that the children of higher age and lower age do not differ significantly in their mean scores on achievement motivation.

➤ There is no significant difference in achievement motivation on the basis of sex, is accepted. The mean score of boys do not differ with the mean score of girls on the component of achievement motivation.

➤ The null hypothesis that 'there is no significant difference in achievement motivation of students between the rural and urban students of same age group is partially accepted and partially rejected. The finding yielded to above hypothesis is as follows:

-All the urban children have scored significantly higher mean value on the achievement motivation. It shows some significant difference between rural and urban students on the achievement motivation. It may be possible that urban children have higher achievement motivation.

➤ The hypothesis 'There is no significant difference in achievement motivation belonging to reserve and general category of the same age group' is accepted. It means that the students of

general and reserve categories do not differ significantly on the mean score of the achievement motivation.

CONCLUSION

Achievement motivation do not increase with the age ; Boys and girls do not differ in achievement motivation. Locality may or may not affect the achievement motivation; and reserve categories students belonging to general and reserve category do not differ in the achievement motivation.

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