



“A Study Of Academic Achievement Among High School Students In Relation To Achievement Motivation.”

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ABSTRACT

The present study explores the relationship between achievement motivation and academic achievement among high school students in Sangrur district of Punjab. A sample of 200 Class 9 students from government and private schools was selected using a random sampling technique. The study employed the Achievement Motivation Scale by Deo (2011) and academic scores from the previous year's examination. Statistical analyses, including descriptive statistics, t-tests, and Pearson's correlation, were used to interpret the data. The findings revealed a significant difference in achievement motivation between government and private school students, no significant difference between rural and urban students, and a significant positive correlation between achievement motivation and academic achievement. The study has critical implications for educators and policymakers focused on improving student outcomes through motivational strategies.

Keywords Academic achievement, Achievement motivation, High school students, Achievement motivation scale by Pratibha Deo. Punjab.Rural and Urban, Government and Private.

1. Introduction

Academic achievement is widely acknowledged as a primary indicator of student success and is influenced by various internal and external factors. Achievement motivation, a psychological construct referring to the desire for significant accomplishment, has gained attention for its role in shaping academic performance. The study seeks to investigate how achievement motivation correlates with academic success among high school students, particularly in Sangrur district.

2. Objectives of the Study

- To study the academic achievement and achievement motivation of high school students.
- To compare the level of achievement motivation of government and private school students.
- To compare the level of achievement motivation of rural and urban school students.
- To find the relationship between achievement motivation and academic achievement of high school students.

3. Hypotheses

- H1: There is no significant difference in achievement motivation between government and private school students.
- H2: There is no significant difference in achievement motivation between rural and urban school students.
- H3: There is no significant relationship between achievement motivation and academic achievement of high school students.

4. Methodology

4.1. Research Design

4.2. Sample

- The study utilized a descriptive survey method.
- A total of 200 Class 9 students (100 from government and 100 from private schools) across rural and urban areas of Sangrur district were selected.

5. Tools Used

- Achievement Motivation Scale by Deo (2011)
- Academic achievement: Final exam scores from the 9th grade

6. Data Collection

Permissions were obtained from school authorities, and proper rapport was built with the students. Tests were administered according to the manual instructions.

7. Statistical Techniques

- Descriptive statistics: Mean, median, mode, standard deviation, skewness, kurtosis
- Inferential statistics: t-test and Pearson's correlation

8. Results and Discussion

8.1. Descriptive Analysis

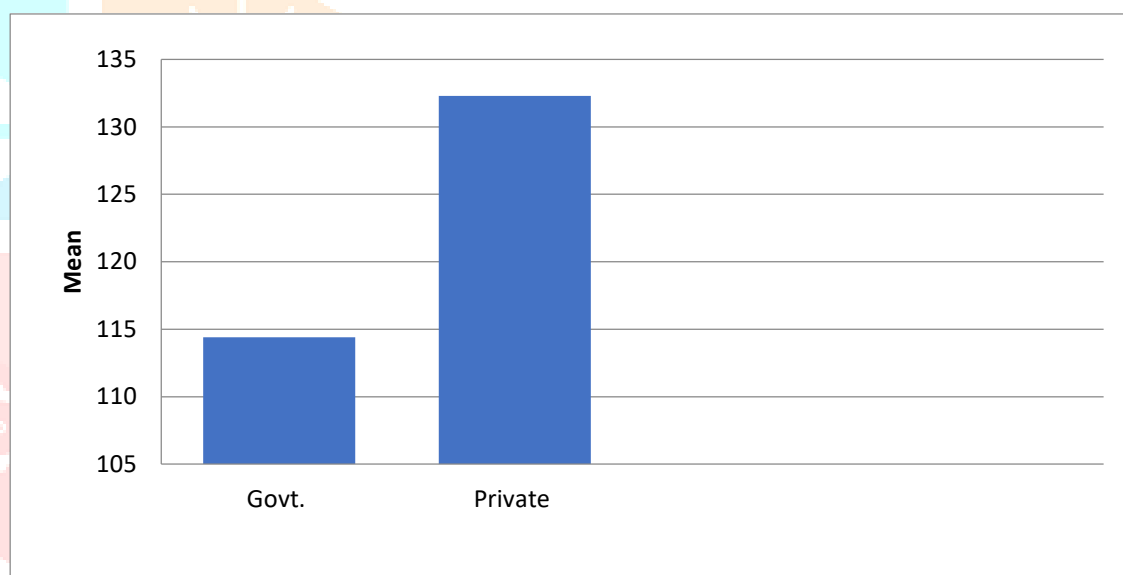
- Achievement Motivation: Mean = 123.4; SD = 21.76
- 33% below average, 23.5% average, 43.5% above average
- Academic Achievement: Mean = 416.25; SD = 100.26
- 47.5% below average, 7% average, 45.5% above average

8.2. Comparison Based on School Type

- Govt. School: Mean = 114.4, SD = 17.52
- Private School: Mean = 132.3, SD = 21.86
- t-value = 6.62 → Significant
- Interpretation: Private school students showed significantly higher achievement motivation.

Achievement Motivation Scores of Govt. and Private Students (n =200)

Group	N	Mean	S.D.	S.E	t-value
Govt.	100	114.4	17.52	2.7	6.62*
Private	100	132.3	21.86		



Location-wise Difference of Achievement Motivation Scores

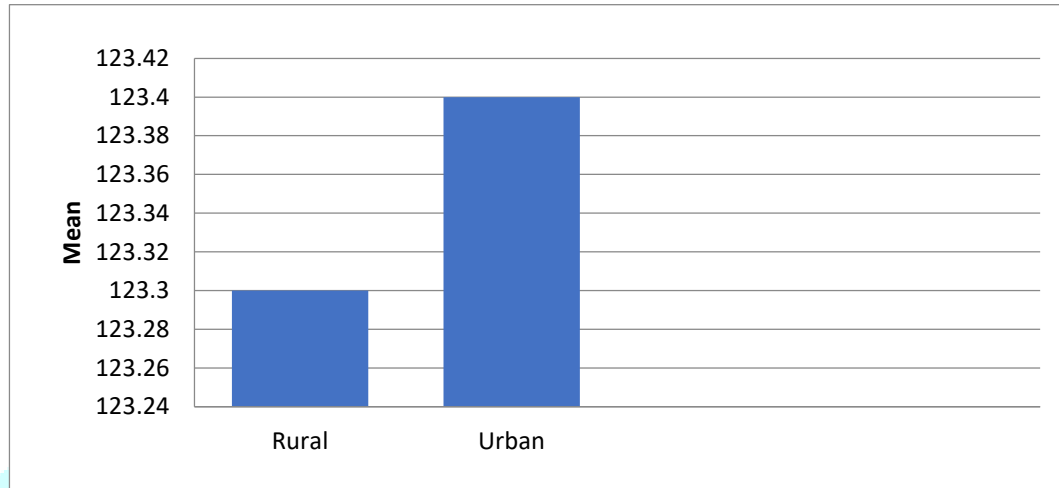
8.1. Comparison Based on Locality

- Rural: Mean = 123.3
- Urban: Mean = 123.4
- t-value = 0.03 → Not significant

Group	N	Mean	S.D.	S.E.	t-value
Rural	100	123.3	23.69	3.06	0.03 (non – significant)
Urban	100	123.4	19.74		

- Interpretation: No significant difference in achievement motivation between rural and urban students.

Achievement Motivation Scores of Rural and Urban Students (n= 200)



Achievement Motivation scores of Rural and Urban students

8.1. Correlation Analysis

- $r = 0.54 \rightarrow$ Significant positive correlation
- Interpretation: Achievement motivation positively correlates with academic achievement.

9. Major Findings

- Significant difference exists in achievement motivation between government and private school students.
- No significant difference in achievement motivation between rural and urban students.
- A significant positive correlation exists between achievement motivation and academic achievement.

10. Educational Implications

- Schools should focus on fostering achievement motivation, especially in government institutions.
 - Motivational training and psychological support should be integrated into school curricula.

- Teachers and parents must collaboratively work to enhance students' academic environments.
- Achievement motivation should be nurtured through goal setting, encouragement, and recognition.

11. Conclusion

This study can be useful in understanding the academic achievement of student's teacher in relation to their achievement motivational. Urban students are found to better in an achievement motivation than rural students through the results of the study. Since motivation stems from environment and parental encouragement, good institutional environments and parental support are crucial to boost student achievement.

11.1. Suggestions for Further Research

- Extend the study to other districts or states for broader generalizations.
- Include a larger sample for increased reliability.
- Consider other variables like gender, parental involvement, or personality traits.
- Use mixed methods including interviews for qualitative insights.

12. References

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