A COMPARATIVE STUDY OF ACHIEVEMENT MOTIVATION OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO GENDER AND INTELLIGENCE

Sarita Dahiya
Assistant Professor, Department of Education, M.D.U, Rohtak
Monika Saini
Research Scholar, Department of Education, M.D.U, Rohtak

Abstract

The present study attempted to know the effect of Achievement Motivation of senior secondary school students in relation to their gender and intelligence. The sample comprised of 200 students of 10+2 class from Govt. and public schools named Govt. Boys Senior Secondary School Rohtak, Govt. Girl Senior Secondary School, Rohtak, Vaish Boys Senior Secondary Public School, Rohtak and Vaish Girl Sr. Secondary School, Rohtak. The age of students ranged between 16 to 18 year old. The study was conducted through descriptive survey method. Achievement Motivation Test (ACMT) by Dr. V.P. Bhargava and Mental ability group test by Dr. S.S. Jalota was used to collect the data. On the basis of statistical results it was concluded that there exists significant positive correlation between achievement motivation and intelligence of male and female students of Govt. and Public school. There is a significant difference between achievement of male and female students of Govt. and public schools.

Key words : *Achievement Motivation, gender, intelligence*

Present society is based on competition in which everyone seeks to succeed and tries to perform better and want to surpass others. The achievement of a person depends on the conceptual learning and understanding in all aspects of life. The concept motivation has great significant and regarded as one of the major domains of psychological and educational sphere too. Motivation may be defined more formally as an internal process initiated by some need which lead to activity and which will satisfy that need. Thus the motivation plays an important role in the study of human behavior. Achievement motivation had drawn the attention of psychologist, sociologists, and educators in the last few decades. It had tried to explain individual development and society's economic growth. Human being differs from one another in the strength of achievement motive. It is this difference in the strength of motivation to achieve that is important in understanding the differences in educational high & low achievement.

Achievement Motivation And Intelligence

Achievement motivation is relatively a new concept in the psychology of motivation. It has great significance in understanding human behaviour as well as changing it with the application of psychology in the field of education. Achievement motivation may be defined as the need to meet or excel in standard of excellence. According to Vernon (1969) "Achievement motivation may be associated with a verity of goals but in general the behaviour adopted with involve on activity which is directed towards the attainment of some standard of excellence". Thus achievement motivation may be characterized as the tendency to maintain and increase individual proficiency considered as a disposition to the approach success or a capacity for taking pride in accomplishment when success at one or another activity is achieved. According to E.L. Thorndike ,"Intelligence in general as the power of good responses from the point of view of truth or fact. Intelligence is the aggregate or the global capacity of the individual to act purpose fully, to think rationally and to deal effectively with the environment. (D.W. Wechsler, 1950). While some people possess varying degrees of ability, oftentimes the most talent are not always the most successful, happy, or wealthy, which goes against our rational way of thinking. All the human beings are not alike and perform variously on a similar test. Their several factors like interest, attitude, desired knowledge, still which count towards this difference but still there is some things that contribute significantly towards this difference.

Justification of the Study

Intelligence plays 'an important role in achievement motivation. A student with high intelligence achieves more as he feels the need of achieving more. Maximum number of intelligent students has intrinsic motivation of achieving more. In this way a need of study was felt in this regard. The present investigation "A comparative study of achievement motivation of senior secondary school students in relation to gender and Intelligence" would be helpful in analyzing the inner forces of the students in understanding favorable of higher achievement motivation. It could be significant for psychologist in programming for guidance and counseling services in the Senior Secondary Schools. It has special importance for educators also in formulating admission policies and planning of the curriculum.

Objectives of the Study

To find the correlation between achievement motivation and intelligence scores of Govt. & Public senior secondary school students.

To compare the achievement motivation and intelligence scores of Govt. & Public senior secondary school students.

Hypotheses of the Study

There is no significant correlation between achievement motivation and intelligence scores of senior secondary school students:

There is no significant correlation between achievement motivation and intelligence scores of male students of Govt. senior secondary school.

There is no significant correlation between achievement motivation and intelligence scores of female students of Govt. senior secondary school.

There is no significant correlation between achievement motivation and intelligence scores of male students of public senior secondary school.

There is no significant correlation between achievement motivation and intelligence scores of female students of Public senior secondary school students.

There is no significant correlation between achievement motivation and intelligence scores of male and female of Govt. & Public senior secondary school students:

There is no significant difference between achievement motivation and intelligence scores of senior secondary school students:.

There is no significant difference between achievement motivation and intelligence scores of Male and female students of Govt. school

There is no significant difference between achievement motivation and intelligence scores of Male and female students of public school

There is no significant difference between achievement motivation and intelligence scores of Male students of Govt. & public school

There is no significant difference between achievement motivation and intelligence scores of Female students of Govt. & Public school

There is no significant difference between achievement motivation and intelligence scores of male and female of Govt. & Public senior secondary school students.

Sample

The sample comprised of 200 students of 10+2 class from Govt. and public named Govt. Boys Sr. Sec School Rohtak, Govt. Girl Sr. Secondary School, Rohtak, Vaish Boys Sr. Secondary Public School Rohtak and Vaish Girl Sr. Secondary School, Rohtak. The age of students ranged between 16 to 18 years old.

Research Method

The study was conducted through descriptive survey method of research.

Tools Used

Achievement Motivation Test (ACMT) to Dr. V.P. Bhargava. Mental ability group test (MAGT-72) Dr. S. S. JALOTA.

Statistical Techniques

The statistical technique correlation, mean, S.D and 't' value were used to analysis the data.

To find the correlation between achievement motivation and intelligence scores of Govt. & Public senior secondary school students.

The objective was to find out the correlation between achievement motivation and intelligence scores of Govt. & Public senior secondary school students. The result pertaining to objective in Table 1. In this table the correlation between Achievement motivation and intelligence scores of senior secondary school students are presented:-

Table 1

Sr. No.	Group	No.	'r' Value	level of Significance
1.	Govt. male senior secondary school students	50	.5	S at 0.01 level
2.	Govt. female senior secondary school students	50	.4	S at 0.01 level
3.	Public male senior secondary school students	50	.6	S at 0.01 level
4.	Public female senior secondary school students	50	.5	S at 0.01 level
5.	male and female of Govt. and Public senior secondary school students	200	.5	S at 0.01 level

Interpretation

Table-1 makes it clear that the correlation between Achievement motivation and intelligence scores of Govt. male students at +.5 which is significant at 0.01 level of significance. It means that there is a significant correlation between Achievement and Intelligence scores of Govt. Male students. The Table 1 makes it clear that the correlation between Achievement motivation and Intelligence Scores of Govt. Female students at .4 which is significant at 0.05 level of significance. If means that there is a significant correlation between Achievement & Intelligence Scores of Govt. Female Students. The Table 1 makes it clear that the correlation between Achievement motivation and Intelligence scores of Public male students is .6 which is significant at 0.01 level of significance. It means that there is significant correlation between Achievement and Intelligence scores of public male students. The Table 1 show that the correlation between Achievement motivation and intelligence scores of female public students is .5 which is significant at 0.01 level of significance. It mean that there is a significant correlation between Achievement and Intelligence scores of public female students. Lastly Table No. 1 makes it clear that the correlation between Achievement motivation and Intelligence scores of total sample is .5 which is significant at 0.01 level of significance. It means that there is a significant correlation between Achievement and intelligence scores of total sample.

The result indicate that the correlation between Achievement motivation and intelligence scores of Govt. Male and Female, Public Male and Female and the total sample is statistically significant which makes it clear that there is a correlation between Achievement and intelligence scores of the total sample. According to these results we can explain that as the level of intelligence increase, the level of Achievement motivation also increases. So we can arrive at the conclusion that the Achievement is based on intelligence and there is general positive correlation between Achievement motivation and intelligence. Therefore, the Null Hypothesis H.I.O. stating that there is no correlation between Achievement motivation and intelligence of Govt. Male and Female, Public Male & Female students of

senior secondary school is rejected and it can be reframed as there is a significant correlation between need achievement motivation and intelligence scores of the total samples.

The second objective was to compare the achievement motivation and intelligence scores of Govt. & Public senior secondary school students and relating hypotheses given below:-
There is no significant difference between achievement motivation and intelligence scores of Male and female students of Govt. school. The results pertaining to this objective are presented in Table 2. In this table the mean scores of Male and Female are presented along with their standard deviating and 't' value.

Table 2

Sr. No.	Group	N	M	SD	't' value	Level of Significance
1	Govt. Male senior secondary school students	50	20.16	3.43	1.318	N.S.
2.	Govt. Female senior secondary school students	50	19.2	3.84		

Not Significiant. at 0.05 level

Interpretation
The Table 2 the obtain 't' value is 1.318 for df 98 and the table value at 0.05 level is 1.98 and at 0.01 level is 2.62 which is more than the obtained value. So obtained value is not significant at 0.05 level of significance. It means that the mean of each of 20.16 for male students do not differ significantly from the mean of Achievement of female students which is 19.2. It shows that Achievement has no relevance with the sex of individual. Hence, the hypothesis Stating that there is no significant difference between the Achievement of male and female students is retained.

There is no significant difference between achievement motivation and intelligence scores of Male and female students of public school. The results pertaining to this objective are presented in Table 3 the mean scores of male and female students presented along with their standard deviations and 't' value.

Table 3

Sr. No.	Group	N	M	SD	't' value	Level of Significance
1	Public Male	50	23.08	2.64	1.52	N.S.
2.	Public Female	50	21.68	3.90		

N.S. at 0.05 level

Interpretation
It may be noted from the Table 3 that the obtained 't' value of Achievement of Public Male and Female students is 1.52 which is not significant at 0.05 level of significance. Further the mean value of 23.08 for public male students is not so much then the mean value of 21.68 for public female students. It indicated that the public male and female students possess relatively normal level of Achievement. Therefore, the null hypothesis stating that there is no significant difference between Achievement of public male and female students is retained.
2.3 There is no significant difference between achievement motivation and intelligence scores of Male students of Govt.

& public school. The results pertaining to this objective are presented in Table 4 the mean scores of Govt. and Public School male students, along with their S.D. and 't' value.

Table 4

Sr. No.	Group	N	M	SD	't' value	Level of Significance
1	Govt. Male	50	20.16	3.43	4.77	Sig.
2.	Public Male	50	23.08	2.64		

Significant at 0.01 level

Interpretation
It may be noted from the table 4 that the obtained 't' value of Achievement of Male students of Govt. & Public Schools is 4.77 is significant at 0.01 level of significance. Further the mean value of 23.08 for public male students is higher than the mean value of 20.16 for Govt. Male students. It indicates that the public male students posses relatively high level of Achievement than Govt. Male students. Therefore, the Null hypothesis 11.2.3 stating that there is no significant difference between Achievement of Male students of Govt. & Public schools is rejected and it can be reframed as there is a significant difference between Achievement of Govt. male and female students.

There is no significant difference between achievement motivation and intelligence scores of Female students of Govt. & Public school. The results pertaining to this objective are presented in Table 5 the mean scores of Govt. and Public Schools students, along with their SD and 't' value.

Table 5

Sr. No.	Group	N	M	SD	't' value	Level of Significance
1	Govt. Male	50	19.20	3.84	3.59	Sig.
2.	Public Male	50	21.68	2.90		

Significant at 0.01 level

Interpretation
It may be noted from the table 5 that the obtained 't' value of achievement of female students of Govt. and Public School is 3.59 is significant at 0.01 level of significance. Further the mean value of 21.68 for public school female students is higher than the mean value of 19.20 for Govt. school female students. It indicate that the public school female students posses relatively high level of Achievement than Govt. School female students. Therefore the null hypothesis stating that there is no significant difference between Achievement of female students of Govt. and Public School is rejected.

There is no significant difference between achievement motivation and intelligence scores of male and female of Govt. & Public senior secondary school students. The results pertaining to this objective are presented in table 6 the mean scores, SD and 't' value.

Table 6

Sr. No.	Group	N	M	SD	't' value	Level of Significance
1	Total Male	100	21.62	3.10	2.59	N.S.
2.	Total Female	100	20.44	3.37		

Not Significant of 0.01 level.

Interpretation

In table 6 the obtained 't' value is 2.59 and the table value at 0.01 level of 2.62 which is more than the obtained value. So obtained value is significant at 0.05 level of significance. It mean that the mean of Achievement of 21.62 for total male students do differ significantly from the mean of Achievement of total female students which is 20.44. Hence the hypothesis stating that there is no significant difference between the Achievement of Male and Female students it rejected.

Findings and Conclusions

Investigator arrived at the conclusion that intelligence score of the students was positively correlated with their achievement. There was no significant difference between achievement of male and female students of Govt. school. We can conclude that male and female students of Govt. school performed the same achievement. There was a significant difference between achievement of Govt. and Public school male students and concluded that the Public school male students possessed relatively high level of achievement than male student of Govt. school . There was a significant difference between achievement of female students of Govt. and Public school, i.e. Public school female possesses relatively high level of achievement then female student of Govt. school. There was a significant difference between achievement of male and female students of Govt. and Public schools.

References

Atkinson, J.W. (1967). *An introduction to motivation* Princeton; New Jersey D.Van Nastrand Company Inc. New York ?.

Best, J.W. and Kahn, J. v. (1999). Research in Education. (Revised Edition) New Delhi: Prentice Hall of India Pvt. Ltd.

Bhargava, V.P. (1984).: *Manual for Achievement motive test (ACMIT",* National Psychological corporation, Kacheri Ghat, Agra,

Chauhan S.S. (1996) : *Meaning and definition of intelligence,* Advanced Educational Psychology VI Ed. Vikas Publishing House, New Delhi.

Garrett, H. E. (1966). *Statistics In Psychology and Education.* Bombay: Vakils, Peffer and Simons Pvt. Ltd.

Jalota, S. S. (1972). *Group Test of Mental Ability (Intelligence)* National Psychological Corporation Agra.

Vernon M. D (1969). *Achievement Motivation, Human Motivation.* Cambridge university press, Britain PP. 121?122.

Woolfolk, A. (2001). *Educational Psychology,* Boston, University Press: Allyn and Bacon.

www.bgfl.org

www.education.nic.in

www.etd.lsu.edu

www.gemstone.umd.edu

www.worldeducationcenter.eu.