

Academic Achievement Motivation of Secondary School Students of Lai Autonomous District Council (LADC)

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Abstract

Academic achievement motivation refers to the psychological drive or desire to achieve academic success. It is an important factor that influences students' behaviour, cognition, and emotional experiences in academic settings. Colman (2001) also defined Achievement Motivation as a social form of motivation involving a competitive desire to meet standards of excellence. Achievement Motivation is the need for excellence and significant accomplishment, despite what rewards may be offered after the achievement has been met. (Hsieh, 2011). Academic achievement motivation is an important factor for secondary school students as it influences their behaviour, cognition, and emotional experiences in academic settings. This paper reviews research on academic achievement motivation among secondary school students of Lai Autonomous District Council, with a focus on level of their Academic achievement motivation and related to genders. The study revealed that 51.76% of LADC Secondary School Students fell under the category of Low Academic Achievement Motivation and no significant difference was found between LADC male and LADC female Secondary School Students in respect to their Academic Achievement Motivation.

Keywords: Academic achievement motivation, Secondary school students, Gender, LADC.

Introduction

Academic achievement motivation is a complex construct that has been extensively studied in educational psychology. It refers to the drive or desire to succeed in academic tasks or activities, such as learning, studying, and completing assignments. Academic achievement motivation is a key factor in determining students' academic success, as it influences their persistence, effort, and engagement in academic tasks. Researchers have identified various factors that contribute to academic achievement motivation, including personal characteristics (e.g., self-efficacy, self-esteem, and goal orientation), social factors (e.g., teacher expectations, parental involvement, and peer support), and environmental factors (e.g., school resources, curriculum, and instructional methods). Understanding academic achievement motivation is important for educators, policymakers, and researchers as it can inform the development of interventions and programs that enhance students' motivation and academic achievement. This research paper aims to review and synthesize the existing literature on academic achievement motivation, including its conceptualization, measurement, and correlates, to provide a comprehensive understanding of this important construct.

In summary, academic achievement motivation is a complex and multidimensional construct that plays a critical role in students' academic outcomes. Understanding the factors that influence students' motivation and implementing effective interventions can lead to improved academic success and better educational outcomes. Achievement Motivation can, therefore, be defined as the striving to increase or to keep as high as possible, one's own capabilities in all activities in which a standard of excellence is thought to apply and where the execution of such activities can, therefore either succeed or fail. (Heckhausen, 1967).

Statement of the Problem

The present study is entitled “Academic Achievement Motivation of Secondary School Students of Lai Autonomous District Council (LADC).

Research Questions

1. What are the Academic Achievement Motivation of LADC Secondary School Students?
2. Is there any difference between Academic Achievement Motivation of LADC Secondary School Students in relation to Gender?

Objectives of the Study

1. To examine Academic Achievement Motivation of LADC Secondary School Students.
2. To compare Academic Achievement Motivation of LADC Secondary School Students in relation to Gender.

Null Hypotheses

1. There is no significant difference between Academic Achievement Motivation of LADC Secondary School Students.

Review of Related Literature

As far as the level of Academic Achievement Motivation is concerned Vijayakumari and Rekha (2014) discovered that the level of achievement motivation among secondary school students in Kerala is not at all satisfactory, it means that the level of achievement motivation among secondary school students is low. This finding is in opposite to the finding of Praveen (2018) who found an average level of Achievement Motivation and Santhi & Suthanthiradevi (2019) also found that 44.00 per cent of secondary students of Government schools perceived that moderate level achievement motivation. But Stanly (2014) conducted a study on “Achievement motivation and problem solving in Mathematics of class IX standard students in relation to their sex and type of school” and found that the level of achievement motivation of class IX students is above average. Whereas Emmanuel et al. (2014) studied on “Achievement motivation, academic self-concept and academic achievement among high school students” and their findings show that majority of the students were highly motivated. In respect to Comparison of Academic Achievement Motivation, Mahato & Barman (2019) found no significant difference between SC and ST Community Students in respect to their Academic Achievement Motivation. Regarding Academic Achievement Motivation in relation to gender Kaur (2013) reported that there is no significant difference between boys and girls in their achievement motivation. Chetri (2014) agreed to the above finding and found that no significant difference in achievement motivation with regard to gender. Stanly (2014) also found that boys and girls have equal achievement motivation. It means that no significant difference was found between Academic Achievement Motivation of secondary school students in respect to gender.

Method of Study

The descriptive research method was used for this research. In education, the descriptive approach has been the most widely used research method. The approach necessitates the use of sample and a related research instrument for data collection and conducting the study.

Population and Sample

A population refers to any collection of human beings or non-human entities such as objects, educational institutions, time units, Geographical areas, prices of wheat or salaries drawn by individuals. Some statisticians call it universe. (Koul, 2009, p.206). The population of the present study consist of secondary school students of LADC area. 199 Secondary School Students of LADC Secondary School Students of were selected through random cluster sampling technique.

Tool Used

The researcher used the Academic Achievement Motivation Test developed by Dr. T.R. Sharma, 1984 published by National Psychological Corporation 4/230 Kacheri Ghat, Agra, India as a tool for the present study. The reliability and the validity of the test were not checked by the researcher, it was taken from the test manual itself.

Procedure of Data Collection

The researcher selected a sample of secondary schools in the LADC area using a random sampling technique. Upon receiving permission from the school authorities, the researcher established a positive relationship with the students and clearly communicated the purpose of the research. They were provided with detailed instructions on how to complete the Academic Achievement Motivation test and were requested to answer the questions truthfully and with full participation. The students were given questionnaires, which they completed conscientiously, and they were assured that their responses would be kept confidential and solely used for research purposes. Once the students finished the test, the researcher collected the questionnaires

Statistical Techniques Used

The Following Statistical techniques were for analysing the data were as follows:
 Percentage was used to calculate the students' total score for Academic Achievement Motivation. To compare the means of Male and Female CADC Secondary School Students, 't' test was employed.

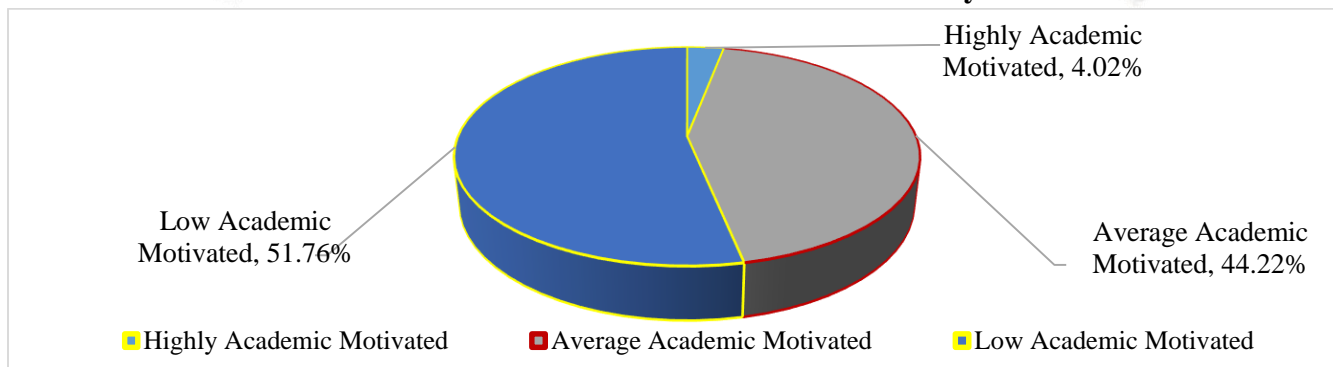
Analysis and Interpretation of the Data

Objective No 1- To examine Academic Achievement Motivation of LADC and CADC Secondary School Students. To determine the overall Academic Achievement Motivation of LADC Secondary School Students were presented in the following table.

Table No- 1

Category	No Of Students	Percentage	Male	Percentage	Female	Percentage
Highly Academic Motivated	8	4.02	5	7.04	3	2.34
Average Academic Motivated	88	44.22	33	46.48	55	42.97
Low Academic Motivated	103	51.76	33	46.48	70	54.69
Total	199	100	71	100	128	100

Figure No- 1
Overall Academic Achievement Motivation of LADC Secondary School Students.



The perusal of data vide table and figure No- 1 showed the overall Academic Achievement Motivation of LADC Secondary School Students. So, 8 (4.02%) Secondary School Students had High Academic Achievement Motivation, 88 (44.22%) students had Average Academic Achievement Motivation and 103 (51.76%) fell under Low Academic Achievement Motivation.

Among male Secondary School Students, 5 (7.04%) had High Academic Achievement Motivation, 33 (46.48%) had Average Academic Achievement Motivation and 33 (46.48%) had Low Academic Achievement Motivation. Among female Secondary School Students, 3 (2.34%) students had High Academic Achievement Motivation, 55 (42.97%) students had Average Academic Achievement Motivation and 70 (54.69%) students had Low Academic Achievement Motivation. It could be said that majority of the students had Low Academic Achievement Motivation.

Objective No 2- To compare Academic Achievement Motivation of LADC Secondary School Students in relation to Gender.

Hypothesis 4: There is no significant difference between Academic Achievement Motivation of LADC Secondary School Students in relation to Gender.

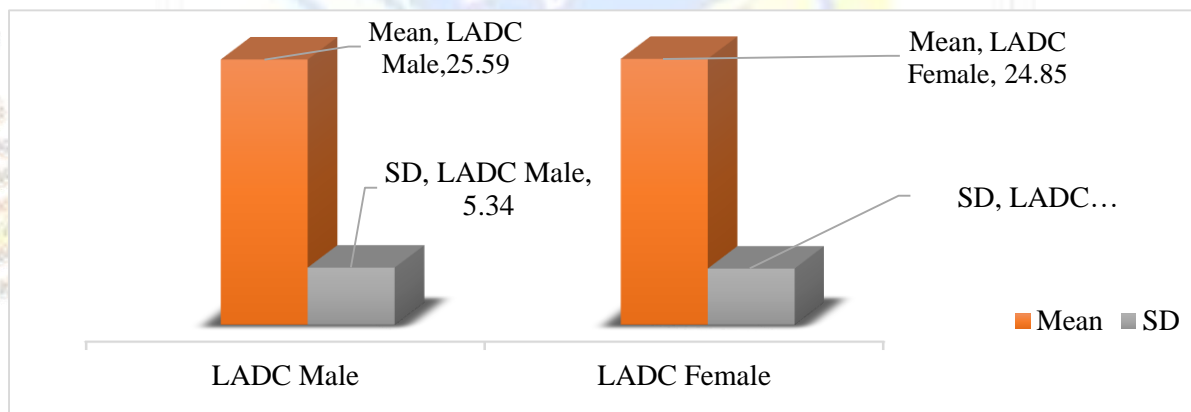
Academic Achievement Motivation of LADC Secondary School Students in relation to gender was computed and compared on a sample of 71 LADC male and 128 LADC female Secondary School Students. The mean difference was tested by employing a t-test and details were presented in Table No-2.

Table No- 2

Gender	N	Mean	SD	T-Value	Level Of Significant
LADC Male	71	25.59	5.34	0.94	Not Significant
LADC Female	128	24.85	5.28		

Figure 2

Comparison of Academic Achievement Motivation of LADC Male and LADC Female Secondary School Students.



Looking at data presented in Table No-1 and Figure No-1, an analysis was conducted to examine the academic achievement motivation of male and female secondary school students from LADC. The mean score and standard deviation of academic achievement motivation for LADC male and female students were calculated to be 25.59, 24.85 and 5.34, 5.28, respectively. A statistical test was conducted to assess the significance of the differences in academic achievement motivation between male and female LADC secondary school students. The calculated 't' value of 0.94 was found to be smaller than the critical value at the required level of significance, indicating that there is no significant difference between the academic achievement motivation of LADC male and female secondary school students.

Therefore, the null hypothesis, which states that there is no significant difference between academic achievement motivation of LADC secondary school students in relation to gender is accepted. This research finding suggests that gender does not significantly affect academic achievement motivation in LADC secondary school students

Findings

1. Majority of LADC Secondary School students demonstrated a low level of academic achievement motivation.
2. No significant difference was found between LADC male and LADC female Secondary School Students in respect to their Academic Achievement Motivation.

Recommendations

1. Implement targeted interventions: Develop and implement interventions that specifically target the factors contributing to low academic motivation, such as providing individualized support, mentoring, and coaching, as well as offering extracurricular activities that promote academic engagement.
2. Encourage parental involvement: Educate parents about the importance of their involvement in their child's academic life and encourage them to support their children's academic goals, as this has been shown to positively impact student motivation and achievement.
3. Foster a positive learning environment: Create a positive and inclusive learning environment that promotes student engagement and motivation by incorporating interactive teaching methods, providing opportunities for student collaboration and teamwork, and celebrating student achievements.
4. Provide ongoing support and resources: Offer ongoing support and resources to students, such as counselling services and academic support programs, to help them overcome any academic and personal challenges they may face, and to foster a sense of belonging and support within the school community.

Conclusion

In conclusion, the research findings indicate that a majority of LADC Secondary School students exhibit a low level of motivation towards academic achievement. The lack of enthusiasm for learning and poor academic performance suggests a need for targeted interventions that address the underlying factors contributing to this trend. By implementing the recommended strategies, such as providing individualized support, fostering a positive learning environment, and offering ongoing resources and support, LADC Secondary School can work towards improving the academic achievement motivation of its students. By doing so, the school can create an environment that promotes academic success and helps students reach their full potential.

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