

“Achievement Motivation of Xii Class Students Studying In Different Academic Streams: Critical Study”

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ABSTRACT: *In the present study, the adolescent students studying in the class XII in various higher secondary schools in the arts, science and commerce streams were compared on their achievement motivation scores in the general view, in boys group and in the girls group. Moreover the sex differences were also found out among the students of arts, science and Commerce streams on the achievement motivation scores. The study was conducted on the 180 students selected from the arts, science and commerce streams of different higher secondary schools of Kathua city of J&K. In the study, Achievement Motivation Inventory prepared by Mukherjee was used for the collection of the data from the sample students. The statistical techniques viz. Mean S.D. and C.R values were calculated to analyze the data and compare the scores of adolescent students on achievement motivation scores.*

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I. INTRODUCTION:

Motivation for success or achievement of individual leads to set a level of aspiration that does not guarantee easy success. This has been the bases for much of the content advance theoretical work on achievement. Motivation is a very complex phenomenon which is influenced by multiple variables operating with an organism and in the environment. In our society, most of us develop a very strong urge to exert ourselves, to achieve or to get recognition in some shape or form. This has been called the achievement. The achievement motivation is a pattern of planning of actions and of feelings connected with striving to achieve an internationalized standard of excellence. In the text of context, achievement motivation may be characterized as the tendency to maintain and increase individual proficiency in all areas in which a standard of quality is taken as binding.

In other words, achievement is very important. It is goal oriented or directed; otherwise the teachers and parents cannot guide the students. For a teacher and parents, it is important to understand human motives and to know how to shape and direct them, since the teachers and parents' job cannot be accomplished without control and direction of purpose, so the importance of achievement motivation is abundantly clear. On the basis of achievement motivation, children differ from each other. The basis of achievement motivation is achievement motive, i.e., a motive to achieve. Those who engage themselves in a task on account of an achievement motive are said to work under the spirit of achievement motivation.

In general, achievement motivation is an expectancy of finding satisfaction in mastery of difficult and challenging performances whereas in the field of education, in particular, it stands for excellence. The achievement motivation is directed towards certain results that are produced by one's own ability, namely to achieve success and to avoid failure. Achievement results from actions directed to attainment of a goal which the achiever perceives as satisfying need. In an achievement process, an organism while satisfying his motivation adopts or adjusts to a situation in order to overcome the achievement. Without motivation no achievement is possible.

Present century has been rightly called the century of motivation. Whether in education or in industry, in general, learning or in doing a sophisticated job, motivation confronts everyone.. The desire to get ahead and to achieve success is so strong in adolescents that it carries over to the early years of adulthood. This motivates the young adult to put forth tremendous efforts often at the expense of other interests. It is simple and appealing hypothesis that the extent to which one cares about doing well on any task, one undertakes is both a consequences of one's upbringing and an important determinant of one's success. Accordingly, the concept of achievement motivation has been the subject of wide spread interest and intensive study.

The present study has its own significance and pertinence especially for class XII students of different academic streams. In this view, the present investigation was undertaken to study the achievement motivation of XII class students belonging to different academic streams critically. The students studying in arts, science and commerce streams were compared on the achievement motivation scores. Moreover the sex differences were also found out among the students of arts, science and commerce streams in achievement motivation.

Definitions Of Terms Used:

- 1. Achievement Motivation:** The achievement motive is conceived as latest disposition which is manifested in overt striving only when the individual perceives performance instrumental to a sense of personal accomplishment.
- 2. Adolescence:** It is defined as the period of life from puberty to maturity terminating legally at the age of maturity and is the stage of rapid growth and development. It is intermingling stage between childhood and adulthood. In the present study class- XII adolescents studying in various schools were considered for the study.
- 3. Academic streams:** In the present, the students of different academic streams viz Arts, Science and Commerce, were considered for the study.
- 4. Sex:** Boys & Girls

Objectives Of The Study:

1. To study and compare the significance of differences in mean scores on **“Achievement Motivation”** between the students of Arts & Science; Arts & Commerce and Science & Commerce streams.
2. To study significant differences in mean scores on **“Achievement Motivation”** among the students of Arts & Science; Arts & Commerce and Science & Commerce streams in the boys and girls groups respectively.
3. To study whether there are significant sex differences in **“Achievement Motivation”** among the students of Arts, Science and Commerce streams respectively.

Hypotheses:

1. There will be no significant mean differences on **“Achievement Motivation”** between the students of Arts & Science; Arts & Commerce and Science & Commerce streams.
2. There will be no significant mean differences on **“Achievement Motivation”** between the students of Arts & Science; Arts & Commerce and Science & Commerce streams in the boys and girls groups respectively.
3. There will be no significant sex differences in **“Achievement Motivation”** among the students of Arts, Science and Commerce streams respectively.

Delimitations Of The Study:

1. The present study was restricted to Kathua city of J&K .
2. The study was confined to the students of XII class only.
3. The study was confined to the Government and Private higher secondary schools of Kathua city.
4. The study was confined to the schools recognized by J&K Govt. and affiliated to JK BOSE.
5. The study was confined to the students of Arts, Science and Commerce streams.
6. The study was confined to co - educational higher secondary schools only.

Review Of Related Research Literature

Review of related literature is of great help to retrospect the previous studies carried out in the same field. The review helps in acquiring information about the studies already conducted in the field. It is one of the essential steps for the conduct of research. **Scott and Wertheimer (1932)** Say’s Review of related literature may serve to avoid unnecessary duplication and may help to make progress towards the solution of new problem.

Lewin (1938) emphasised the importance of achievement motivation. He was one of the first who investigate the concept of human achievement and level of aspiration. He found the “Successful goal attainment after produced renowned and increased goal striving” **Atkinson (1957)** proposed the preference of different new problem.” **Liwin (1938)** emphasized the importance of achievement motivation. **Puri (1998)** studied the difference in achievement motivation among high and low achievers and found high and low achievers. **Choudhary (1971), Aggarwal (1974), Patel (1977), Shanmuge Sudram (1938)**. All these studies showed that women students had greater motivation than men students.

Kapoor (1997) studied achievement motivation of students belonging to different categories. The difference was found between mean achievement motivation scores of student belonging to scheduled caste and scheduled tribe categories.

Kumar,Ravan (2013) conducted a study on the topic “A comparative study of achievement motivation of adolescents belonging to different localities” and found the significant difference between the adolescents of urban and rural localities and between the boys and girls of both localities. The urban students and girls are found to have higher achievement motivation than rural and boys counterparts.

Sharma,Meenu (2015) conducted a study on the topic: “A study of achievement motivation of Gaddi,Bakarwal and Gujjar students of district Kathua of J&K State and found that the Gaddi students in general, in the boys group and in the girls group depicted higher level of achievement motivation than Bakarwal and Gujjar students. **Sharma, Nisha (2015)** conducted a study on the topic : “A study of achievement

motivation of adolescents studying in government and private schools of district Jammu and found that the adolescent students of private schools, in the general view, in the boys group and in the girls group experienced higher achievement motivation than the government school counterparts.

Chalotra, Monika (2017) conducted a study on the topic “A study of achievement motivation of XI class students of different academic streams” and found the significant differences between the adolescents of arts and science streams on achievement motivation in the general view, in the boys group and in the girls group. The adolescents of science streams in the general view, in the boys group and in the girls group depicted higher achievement motivation than the arts streams counterparts.

Charak, Tania (2018) conducted a study on the topic : “A study of achievement motivation of adolescents belonging to different localities and found the significant differences between the students of urban and rural localities on achievement motivation in the general view, in the boys group and in the girls group. The adolescents of urban locality in the general view, in the boys group and in the girls group depicted higher achievement motivation than rural locality counterparts.

II. PLAN AND PROCEDURE

Population

The entire population of the present study comprised of all the XII students of Arts, Science and Commerce streams studying in various Govt. and Private higher secondary schools of Kathua city.

The sample

The sample of the present study comprised of 180 students of class XII (Arts stream: 60; Science stream: 60, Commerce stream: 60) with equal number of boys and girls. These students were picked randomly from various schools of Kathua city.

Table 1. Showing the detail of the sample

S. No.	Name of School	Arts Stream		Science Streams		Commerce Streams	
		Boys	Girls	Boys	Girls	Boys	Girls
1	Cosmic Heart Higher Secondary School, Kathua	3	2	2	3	1	2
2	R.S. Jagrit Niketan Higher Secondary School, Kathua	4	3	5	3	2	4
3	Unique Academic Higher Secondary School, Kathua	5	2	3	4	3	3
4	Kartar Public Secondary School, Kathua	2	2	3	2	3	2
5	Government Higher Secondary School Mahanpur Kathua	4	5	4	3	4	5
6	Government Higher Secondary School Basohli, Kathua	2	3	3	4	3	4
7	M.S.K.. Secondary School, Kathua	3	4	2	3	5	2
8	Oriental Secondary School, Kathua	3	3	3	3	2	3
9	Shakti Morden Secondary School, Kathua	2	4	3	2	4	2
10	Bharti Public Secondary School, Kathua	2	2	2	3	3	3
	Total	30	30	30	30	30	30
	G.Total	180					

Tool used:

Mukherjee’s Achievement Motivation test

In the present study, Achievement Motivation Inventory, prepared by Mukherjee was used for the collection of the data. The inventory contains 50 achievement motivation situations. Every achievement

question has three alternatives and the student has to tick one out of the three choices. The inventory has no right or wrong answer. It just expresses the feelings and wishes of the student.

Statistical techniques used:

Mean, S.D and C.R values

Analysis Of Data

Mean comparison between students of arts, science and commerce streams with regard to achievement motivation

The first objective of the present study was to study and compare the significance of differences in mean scores on “Achievement Motivation” between the students of Arts &Science; Arts & Commerce and Science & Commerce streams. The students of Arts, Science and Commerce streams were compared on achievement motivation scores and this comparison is presented in the table 2.

Table 2: Comparison of mean scores on achievement motivation between students of arts, science and commerce streams.

S.NO	Academic Stream	N	M	S.D	SEM	SEDM	CR
1.	Arts	60	22.07	10.59	1.37	2.08	7.18*
	Science	60	37.0	12.06	1.56		
2.	Arts Commerce	60	22.07	10.59	1.37	2	9.13*
		60	40.33	11.30	1.46		
3.	Science Commerce	60	37.0	12.06	1.56	2.13	1.56
		60	40.33	11.30	1.56		

* Significant at .01 level

Mean comparison between boys of arts, science and commerce streams with regard to achievement motivation

The first part of second objective of the present study was to study and compare the significance of differences in mean scores on “Achievement Motivation” between the students of Arts &Science; Arts & Commerce and Science & Commerce streams in the boys group. The boys of Arts, Science and Commerce streams were compared on the achievement motivation scores and this comparison is presented in the table 3.

Table 3: Comparison of mean scores on achievement motivation between the boys of arts, science and commerce streams.

Sex	Academic Streams	N	M	S.D	SEM	SEDM	CR
Boys	Arts Science	30	22.65	11.40	2.08	3.17	4.16*
		30	35.83	13.09	2.039		
	Arts Commerce	30	22.65	11.40	2.08	3.09	5.35*
		30	39.17	12.57	2.29		
Science	30	35.83	13.09	2.39	3.31	1.01	
	Commerce	30	39.17	12.57	2.29		

*Significant at .01 level.

Mean comparison between girls of arts, science and commerce streams with regard to achievement motivation

The second part of second objective of the present study was to study and compare significance of differences in mean scores on achievement motivation between the students of Arts &Science; Arts & Commerce and Science & Commerce streams in the girls group. The girls of arts, science and commerce streams were compared on achievement motivation scores and this comparison is presented in the table 4.

Table 4 Comparison of mean scores on achievement motivation between the girls of arts, science and commerce streams.

Sex	Academic streams	N	M	S.D	SEM	SEDM	CR
Girls	Arts	30	21.5	8.23	1.50	2.48	6.78*
	Science	30	38.32	10.79	1.97		
	Arts	30	21.5	8.23	1.50	2.32	8.62*
	Commerce	30	41.5	9.71	1.77		
Science	30	38.32	10.79	1.97	2.65	1.20	
Commerce	30	41.5	9.71	1.77			

*Significant at .01 level of Significance

Sex differences among the students of arts, science and commerce streams with regard to achievement motivation

The fourth objective of the present study was to study the significant sex differences in “Achievement Motivation” among the students of Arts, Science and Commerce streams. The boys and girls of Arts, Science and Commerce streams were compared on achievement motivation scores and these comparisons are presented in the table 5.

Table 5: Sex differences in achievement motivation among students of arts, science and commerce streams.

S.NO	Academic stream	Sex	N	M	S.D	SEM	SEDM	CR
1.	Arts	Boys	30	22.65	11.40	2.08	2.56	0.45
		Girls	30	21.50	8.23	1.50		
2.	Science	Boys	30	35.83	13.09	2.39	3.10	0.80
		Girls	30	38.32	10.79	1.97		
3.	Commerce	Boys	30	39.17	12.57	2.29	2.89	0.81
		Girls	30	41.50	9.71	1.77		

III. MAIN FINDINGS

a) Inferences based on General View

1. Significant difference is found between students of arts and science streams on achievement motivation. The students of science stream depict higher achievement motivation than the students of arts streams.
2. Significant difference is found between students of arts and commerce streams on achievement motivation. The students of commerce stream depict higher achievement motivation than the students of arts streams.
3. No significant difference is found between students of science and commerce streams on achievement motivation. The students of science and commerce streams depict alike achievement motivation.

b) Inferences based on Boys group.

1. Significant difference is found between boys of arts and science streams on achievement motivation. The boys of science stream depict higher achievement motivation than the boys of arts streams.
2. Significant difference is found between boys of arts and commerce streams on achievement motivation. The boys of commerce stream depict higher achievement motivation than the boys of arts streams.
3. No significant difference is found between boys of science and commerce streams on achievement motivation. The boys of science and commerce stream depict alike achievement motivation.

c) Inferences based on Girls group:

1. Significant difference is found between girls of arts and science streams on achievement motivation. The girls of science stream depict higher achievement motivation than the girls of science streams.
2. Significant difference is found between girls of arts and commerce streams on achievement motivation. The girls of commerce stream depict higher achievement motivation than the girls of arts streams.
3. No significant difference is found between girls of science and commerce streams on achievements motivation. The girls of science and commerce stream depict alike achievement motivation.

d) Inferences based on Sex differences

1. No significant sex difference is found among the students of arts stream. The boys and girls of arts stream depict alike achievement motivation.
2. No significant sex difference is found among the students of science stream. The boys and girls of Science stream depict alike achievement motivation.
3. No significant sex difference is found among the students of commerce stream. The boys and girls of commerce stream depict alike achievement motivation.

Educational Implications:

In the present study, the students of science and commerce streams, in general, in boys group as well as girls groups depicted more achievement motivation than the students of arts streams. In the light of these findings, the following educational steps can be taken to enhance the level of achievement motivation of students of arts streams.

1. There is dire need of changing the curriculum of arts streams. Some practical work shall be introduced in the curriculum.
2. There should be provision of curricular and co-curricular activities for the students of arts streams.

3. The students of arts streams shall be encouraged to participate in variety of activities to raise their level of achievement.
4. A wide variety of teaching methods should be used in the classroom to increase the motivation level of students.
5. The teachers of arts streams should be deputed to attend different training programmers in pedagogy, workshop on teaching methods and organization of co-curricular activities.
6. Special test series shall be started for these students to promote the sense of achievement motivation among the students.
7. Special prizes and awards shall be given to students for their good performance and achievements.
8. Extra class shall be organized for these students.

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