Study on Achievement Motivation among Adolescent Students in Colleges of Trichirappalli, Dt.

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Abstract: *Motivation plays a significant role in students' academic life. Achievement motivation is the basic need for success or the attainment of excellence. Achievement motivation forms to be the basis for a good life. All students were influenced by a need to achieve. It causes them a want to be successful at what they attempt. But each student is affected atdifferent degrees. For some students, the desire to achieve overwhelms other factors that could cause failure, such as lack of skills, lack of experience, lack of ability, or lack of time has varied influences. The individual does whatever it takes to work through or eliminate these setbacks, Atkinson,(1974). (cited in Zenzen, 2002).The present study investigated whether achievement motivation differed on individual variables (social economic status, area of domicile and gender). Everyone has a need to achieve and a fear of failure, but these needs vary from person to person and from situation to situation, .It is more applicable in academics, where the motivation of a student greatly contributes to his or her own academic performance. This study aims at measuring the achievement motivation of the adolescent college students in colleges of Trichy, Dt. The study objectives were to study the level of Achievement motivation and its difference with gender and Socio Economic Status of the respondents. This is a descriptive study, the sample size of 300 derived from the universe (aided) autonomous colleges in Trichy, adopting disproportionate stratified random sampling design. Through statistical analysis, the inferences were interpreted and findings were discussed in detail as follows.*
Keywords: *Adolescent, Achievement motivation.*

I. Introduction

Humans are social beings whose thoughts and beliefs are susceptible to many varying factors around them. The perceptions & conclusions dynamically influence human mind and the resultant actions. More often than not, an action or a set of actions taken by a human beings eventually determine their performance. Motivation is a process that positively influences the thoughts, beliefs & perceptions, thereby boosting the performance of human beings. It is more applicable in academics, where the motivation of a student greatly contributes to his or her own academic performance. There are many factors, which would adversely affect the motivation level of a person or a group of persons like, fear of unknowns, lack of clarity of purpose, complexity of tasks in hand , dislike in performing an action or pursuing a curriculum due to perceptions or even based on an informed inference, mismatch in the skills available with that of the skill required to perform a job or to pursue an academic curriculum , lack of proper training to perform a job or inadequacy in teaching to impart a particular curriculum, Psychological pressures due to domestic situations, peer group pressures, adverse sociological influences etc.

II. Review of Literature

Spinath, Spinath, Harlaar, & Plomin, (2006), in his study states that Achievement motivation is considered a prerequisite for success, not only in academic, but also in sports- and job related situations. In academic settings, the interest in motivation is partly inspired by the notion that Students' motivation, operationalized, e.g., as their competency beliefs and value beliefs, could be more malleable than their cognitive ability, and as such could prove to be a potential lead for the educational system for improving learning and achievement processes in students. But in contrast **Nagarathanamma & Rao (2007)** found no significant difference between boys and girls with regard to achievement motivation level. While **Adsul et al. (2008)** investigated the effects of gender, economic background and caste differences on achievement motivation possessed by college students based on societal transformation. Along with other findings male students were found to be having a high achievement motivation while female students having a below average level of achievement motivation.

III. Research Methodology

Aim and Objectives:
- To know the level of Achievement motivation among the adolescent college students studying in Colleges of Trichy-Dt.
- To comprehend the level of Achievement motivation among the respondents
- To study the difference between socio economic status of the respondents and their achievement motivation.
- To perceive the difference between the gender and the achievement motivation of the respondents
- To suggest measures for improving the desire for achievement

IV. Scope And Significant of The Study

The present study aims at learning the achievement motivation of the adolescent college students in college of Trichy Dt. The essential ingredient to learn about the psychological and sociological perspectives of adolescents students is their achievement and motivation. Achievement motivation typically refers to the level of one's motivation to engage Achievement behaviors based on the interaction of such parameters as need for achievement, expectancy of success, and the incentive value of success. Individuals differ in their strength of motive to achieve, and various activities differ in the challenge they pose and the opportunity they offer for expression of this motives. The very same person may be more strongly motivated at one time than at another time, even though in most situations he or she may generally tend to be more interested in achieving than other.

This study also gains its significance to learn the errors and defaults of the adolescent students to check their setbacks and help increase the achievement level and thereby improvise their life events for better chances by utilizing the college and its resources.

Research Design:
Descriptive research design was adopted by the researcher as the study focused on describing the characteristics of the population.

Universe and Sampling:
The universe consists of the colleges in Trichy Districts. Nature of the college is taken as a stratum in which autonomous body and gender specification were considered as criteria for segregating the samples through disproportionate stratified random sampling method and drew a sample size of 300 from the women's college, men's college and Co-education College.

Tools of Data Collection:
1. Socio Demographic data of the respondents were collected using self-prepared questionnaire
2. Achievement Motivation Scale (50 items)-0.56 Reliability-**Prof.*Prathibha and Dr.Asha(2002)***

Analysis and Interpretation:

Table 1: Distribution of Respondents by Gender

S. No.	Gender	No. of Respondents (n:300)	Percentage 100%
1.	Male	166	55.3
2.	Female	134	44.7
	Total	300	100%

The above table explains that the study equipped with both gender of which more than half of the respondents say 55.3% were male and less than half of the respondents (44.7%) were female respondents

Table 2: Distribution of Respondents by Socio Economic Status

S. No.	Socio economic status	No. of Respondents (N:300)	Percentage
1.	Upper	23	7.7
2.	Middle	245	81.7
3.	Upper middle	99	7.3
4.	Lower	10	3.3

Table 2 illustrates about the distribution of the respondents based on their socio economic classes. Three fourth of the respondents, 82% were from middle socio-economic class and meager amount of 7.7% and 7.3% of the respondents belongs to upper socio-economic class and upper middle socio-economic class respectively and only lesser part of 3.3% were from lower socio-Economic Class.

Table 3: Distribution of Respondents by Their Level of Achievement Motivation

S. No.	Level of Achievement motivation	No. of Respondents (n:300)	Percentage100%
a	**Level of academic motivation**		
1.	Low	138	46.0
2.	High	162	54.0
b	**Level of need for achievement**		
1.	Low	161	53.7
2.	High	139	46.3
c	**Level of academic challenge**		
1.	Low	168	56.0
2.	High	132	44.0
d	**Level of achievement anxiety**		
1.	Low	191	63.7
2.	High	109	36.3
e	**Level of importance of grades/marks**		
1.	Low	179	59.7
2.	High	121	40.3
f	**Level of meaningfulness of tasks**		
1.	Low	144	48.0
2.	High	156	52.0
g	**Level of relevance of future goals**		
1.	Low	153	51.0
2.	High	147	49.0
h	**Level of attitude towards education**		
1.	Low	150	50.0
2.	High	150	50.0
i	**Level of work methods**		
1.	Low	159	53.0
2.	High	141	47.0
j	**Level of attitude towards teacher**		
1.	Low	184	61.3
2.	High	116	38.7
k	**Level of interpersonal relations**		
1.	Low	159	53.0
2.	High	141	47.0
l	**Level of individual concern**		
1.	Low	155	51.7
2.	High	145	48.3
m	**Level of general interest**		
1.	Low	146	48.7
2.	High	154	51.3
n	**Level of dramatics**		
1.	Low	153	51.0
2.	High	147	49.0
o	**Level of sports etc**		
1.	Low	165	55.0
2.	High	135	45.0
p	**Level of overall achievement motivation**		
1.	Low	165	55.0
2.	High	135	45.0

The table explains that respondent's distribution based on the level of achievement motivation score concerning the dimensions. More than half of 55% of the respondents show low level of achievement motivation and 45% in high level of Achievement Motivation score. They show high score in academic achievement, and meaningfulness of the task, and general interest whereas respondents expresses lower scores in, a need for achievement, need for academic motivation, academic challenge, achievement anxiety, importance of grades/marks, relevance of future goals, attitude towards education, work methods, attitude towards teacher, interpersonal relations, individual concern, general interest, dramatics, and sports. **Deci and Ryan (2000)** motivation is greatly appreciated because of the consequences it produces. There is considerable evidence to support the contention that positive academic self-concept contributes to academic achievement by enhancing the motivation to achieve. Connecting logically this study to the present result, the respondents showing higher

score in academic achievement are motivated towards the meaningfulness of the task there is a life for achievement maybe in later adolescents this can be seen in great heights

Table 4: 'Z' Test Between Male and Female Respondents With Regard To Various Dimensions of Achievement Motivation

S. No	GENDER	X	S.D	STATISTICAL INFERENCE
a	**Level of academic motivation**			
1.	Male	12.80	3.289	Z= -4.090
2.	Female	14.33	3.121	df = 298
				P<0.01
				Highly Significant
b	**Level of need for achievement**			
1.	Male	13.70	3.918	z = -2.267
2.	Female	14.70	3.617	df = 298
				P<0.05
				Significant
c	**Level of academic challenge**			
1.	Male	12.86	2.930	z = -1.254
2.	Female	13.30	3.177	df = 298
				P>0.05
				Not Significant
d	**Level of achievement anxiety**			
1.	Male	3.09	1.357	z = -0.381
2.	Female	3.15	1.295	df = 298
				P>0.05
				Not Significant
e	**Level of importance of grades/marks**			
1.	Male	6.39	1.880	z = -6.500
2.	Female	7.76	1.748	df = 298
				P<0.01
				Highly Significant
f	**Level of meaningfulness of tasks**			
1.	Male	12.50	3.275	z = -5.064
2.	Female	14.43	3.301	df = 298
				P<0.01
				Highly Significant
g	**Level of relevance of future goals**			
1.	Male	6.16	2.370	z =-2.523
2.	Female	6.84	2.264	df = 298
				P<0.05
				Significant
h	**Level of attitude towards education**			
1.	Male	12.58	3.007	z = -3.209
2.	Female	13.64	2.611	df = 298
				P<0.01
				Highly Significant
i	**Level of work methods**			
1.	Male	16.18	4.632	z = -0.393
2.	Female	16.40	4.790	df = 298
				P>0.05
				Not Significant
j	**Level of attitude towards teacher**			
1.	Male	10.20	2.284	z = -4.415
2.	Female	11.39	2.336	df = 298
				P<0.01
				Highly Significant
k	**Level of interpersonal relations**			
1.	Male	10.80	4.022	z = 7.664
2.	Female	7.58	3.022	df = 298
				P<0.01
				Highly Significant
l	**Level of individual concern**			
1.	Male	6.90	2.461	z = -2.242

2.	Female	7.51	2.254	**df = 298** **P<0.05** **Significant**
m	**Level of general interest**			
1. 2.	Male Female	13.58 13.06	3.696 3.329	**z =1.277** **df = 298** **P>0.05** **Not Significant**
n	**Level of dramatics**			
1. 2.	Male Female	6.36 6.57	2.437 2.276	**z = -0.770** **df = 298** **P>0.05** **Not Significant**
o	**Level of sports etc**			
1. 2.	Male Female	17.15 16.33	4.805 5.173	**z = 1.424** **df = 298** **P>0.05** **Not Significant**
p	**Level of overall achievement motivation**			
1. 2.	Male Female	161.25 166.99	21.558 22.619	**z = -2.243** **df = 298** **P<0.05** **Significant**

The statistical inference explains that there is a significant difference between the gender and the overall achievement motivation score. Concerning the dimensions, there is high significant difference between the gender and the Academic motivation, importance of Grade and marks, meaningfulness of tasks, Attitude towards education and teacher, interpersonal relation and the gender (male or female) and the study conducted by **Steinmayr & Spinath, (2008)** supports that, sex differences in motivation can predict   academic achievement, and noted that Personality and motivation play important roles in explaining sex differences in school achievement. And girls are highly motivated than boys in academics.

Table 5: One-Way Analysis Of Variance among Socio Economic Status of the Respondents With Regard To Various Dimensions of Achievement Motivation

S. No	Socio Economic Status	df	SS	MS	X	Statistical Inference
a)	**Level of academic motivation** Between Groups Within Groups	4 295	5.345 3247.5	1.336 11.009	G1=13.13 G2=13.51 G3=13.50 G4=13.56	**F= 0.121** **P>0.05** **Not Significant**
b)	**Level of need for achievement** Between Groups Within Groups	4 295	74.802 4271.4	18.700 14.479	G1=12.70 G2=14.24 G3=14.82 G4=13.33	**F=1.292** **P>0.05** **Not Significant**
c)	**Level of academic challenge** Between Groups Within Groups	4 295	25.871 2747.2	6.468 9.313	G1=12.57 G2=13.04 G3=13.95 G4=12.67	**F=0.694** **P>0.05** **Not Significant**
d)	**Level of achievement anxiety** Between Groups Within Groups	4 295	10.669 516.24	2.667 1.750	G1=3.57 G2=3.10 G3=2.86 G4=2.78	**F=1.524** **P>0.05** **Not Significant**
e)	**Level of importance of marks/grades** Between Groups Within Groups	4 295	7.004 1122.9	1.751 3.807	G1=6.65 G2=7.02 G3=7.05 G4=7.11	**F=0.460** **P>0.05** **Not Significant**
f)	**Level of meaningfulness of tasks** Between Groups Within Groups	4 295	24.730 3470.6	6.183 11.765	G1=13.04 G2=13.36 G3=13.41 G4=13.67	**F=0.526** **P>0.05** **Not Significant**
g)	**Level of relevance of future goals** Between Groups Within Groups	4 295	12.233 1630.4	3.058 5.527	G1=6.43 G2=6.51 G3=6.41	**F=0.553** **P>0.05** **Not Significant**

					G4=5.44	
h)	**Level of attitude towards education** Between Groups Within Groups	4 295	43.681 2438.3	10.920 8.266	G1=12.39 G2=13.02 G3=13.36 G4=14.89	**F=1.321** **P>0.05** **Not Significant**
i)	**Level of work methods** Between Groups Within Groups	4 295	196.23 6399.8	49.059 21.694	G1=14.87 G2=16.23 G3=18.55 G4=15.00	**F=2.261** **P>0.05** **Not Significant**
j)	**Level of attitude towards teacher** Between Groups Within Groups	4 295	39.884 1650.7	9.971 5.596	G1=10.00 G2=10.81 G3=11.23 G4=9.22	**F=1.782** **P>0.05** **Not Significant**
k)	**Level of interpersonal relations** Between Groups Within Groups	4 295	56.552 4592.5	14.138 15.568	G1=10.17 G2=9.27 G3=9.27 G4=10.44	**F=0.908** **P>0.05** **Not Significant**
l)	**Level of individual concern** Between Groups Within Groups	4 295	47.626 1655.3	11.906 5.611	G1=6.39 G2=7.16 G3=8.36 G4=6.67	**F=2.122** **P>0.05** **Not Significant**
m)	**Level of general interest** Between Groups Within Groups	4 295	153.42 3594.8	38.355 12.186	G1=11.48 G2=13.42 G3=15.00 G4=12.22	**F=3.148** **P<0.05** **Significant**
n)	**Level of dramatics** Between Groups Within Groups	4 295	64.583 1607.6	16.146 5.450	G1=5.65 G2=6.53 G3=7.18 G4=4.44	**F=2.963** **P<0.05** **Significant**
o)	**Level of sports etc** Between Groups Within Groups	4 295	219.54 7199.3	54.885 24.405	G1=14.35 G2=16.88 G3=18.14 G4=17.67	**F=2.249** **P>0.05** **Not Significant**
p)	**Level of overall achievement motivation** Between Groups Within Groups	4 295	4678.2 142494.	1169.5 483.0	G1=153.3 G2=164.1 G3=173.0 G4=159.1	**F=2.421** **P<0.05** **Significant**

G1= upper   G2 = middle   G3 = upper middle   G4=lower

The following table infers that there is significant difference between the socio economic level of the individuals with the overall achievement score ,regarding the factors involved in the measurement, component statistically explains that area of interest and interest in dramatics shows significant difference between the socio economic levels of the respondents. This statistic inference were also substantiated by Studies conducted by **Hauser, Simmons, and Pager (2000),** explains that , low-income adolescents have reduced achievement motivation and much higher risk of educational failure. In particular, compared with their more affluent counterparts, low-income adolescents receive lower grades, earn lower scores on standardized tests, and are much more likely to drop out of high school.

Table 6: Karl Pearson's Coefficient Of Correlation between the Respondent's Age and Achievement Motivation

S. No	Variable	Correlation Value	Statistical Inference
1.	Age and overall achievement motivation	0.140*	P<0.05 Significant

The statistical table explains that there is significant correlation between age of the respondents and the overall achievement motivation score at 0.05 level of significance. Though there is no relation with any of the other dimension included in the scale, adolescent in his or her early middle or late has to focus on the need for achieving something. So teachers, parents and environment plays a vital role to start planning motivation for a joyful achievement rather risking and failing in later ages.

V. Suggestion

In the light of the findings of this study, the following recommendations are made to ensure effective for the development of the right level of achievement motivation towards academic success among students:

1. Counseling as a programme in the faculty should be made more practical in orientation rather than the present situation where all the guidance counselors function principally as lecturers. This can be achieved through the establishment of a separate and functional diagnostic and counseling unit in which the counselors as representatives of the Ministry of Education and Academic Performance
2. Counseling programmes in the faculty should be very sensitive to psychological interests and values of the students since they are enduring traits on which their academic performance rests.
3. Significant improvement of achievement motivation of education, students has to actualize through formal therapy classes emphasizing the self-attribution sessions.
4. Lecturers should interact with students at close range to identify maladaptive behaviours that tend to hinder the development of proper level of achievement motivation in the students.
5. Parents/guardians should facilitate their wards development of the right type of achievement motivation through persistent encouragement and timely provision of their educational needs.

VI. Conclusion:

It is very unfortunate that not all students are able to perform satisfactorily in class and there is considerable percentage of students who accomplish little in class. Any activities, both curricular and co-curricular what they carry out under the close supervision of their mentors with adequate counseling and required support at all times helps them to develop a better achievement motivation and study habits and thereby their academic performance also. Thus the teacher plays a crucial role in the classroom, since both, achievement motivation of students and classroom climate depend on teachers' attitude and mental caliber. When the relationship between the teacher and the learner is one of friendliness, maximum learning takes place and learning becomes an enjoyable experience to the learner.

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