

A Study on Relationship between Academic Motivation And Academic Achievement Among Higher Secondary School Students

“The triangular relationship between parents, teachers and child makes the child on the receiving end and two factors come into play, education and the family”,
- Jawaharlal Nehru (1967)

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Abstract

The present study investigated the relationship among Academic Motivation and Academic Achievement in Secondary Schools in Hyderabad. A sample of 165 Urban Students (86 girls and 84 boys) from VIIIth and IXth classes of Secondary School in Dabeerpura, Hyderabad. The study adopted correlation design, and utilized research instruments, Academic Motivation scale, (AMS – 28) developed by Vallerand et.al (1992) has provided seven dimensions.

During data analysis mean and standard deviation of all the dimensions were found under descriptive statistics. T – test provided the proof of significance of the study for the level of significance 0.05 level. With respect to significance were carried out by using Bonferroni test, using SPSS Ver.20. Significant difference were found among the dimensions of academic motivation construct in secondary school students. For Academic achievement GPA Results of secondary students to calculate academic achievement to collect data. Data collected were analyzed using Pearson Product Moment Correlation, and stepwise t test. Results showed that both academic motivation correlate significantly with academic achievement.

Keywords:- Academic Motivation , Academic Achievement, Secondary School Students

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I. Introduction:

Modern society is dynamic, and so the vital factors that influence children’s growth and development may change from time to time. Children’s sense of self also grows and influences how they interact with life stressors such as academic difficulties. Motivation is a very broad field of knowledge that can be applied to different life contexts to better understand them and influence their course. Cultivating one’s health is one such context. Learning is another. This annotated bibliography addresses the area of academic motivation, a more precise field than motivation alone and yet still extensive. An impressive number of concepts are related to it, among which there is a lot of overlap. Researchers choose some of these elements to express various views of motivation in the form of models. We can then choose the view or views that best meet our needs and use them to build a research plan or a pedagogical strategy. By means of this exercise, the goal is to clarify the main motivational concepts that apply in education while limiting myself to the literature. Motives also help us make predictions about behavior. We may tell what a person Will do in future. Motives may not tell exactly what will happen but they give us an idea about the range of activities a person will do. Thus a person with a need to achieve in academics will work hard in school, an individual with a strong need to excel in sports will put in a lot of hard work in that field. They concluded that mastery approach was an adaptive pattern for learning while performance avoidance was maladaptive. Notably, they were unable to identify clear patterns for the performance approach orientation. This appears to be related to the mix of adaptive and maladaptive aspects of this goal orientation. For example competitiveness can motivate students to study harder, but may result in relatively shallow learning.

Basic History of ACADEMIC MOTIVATION

According to Pintrich and Zusho (2002), academic motivation refers to internal processes that instigate and sustain activities aimed at achieving specific academic goals. Self-determination theorists posit that

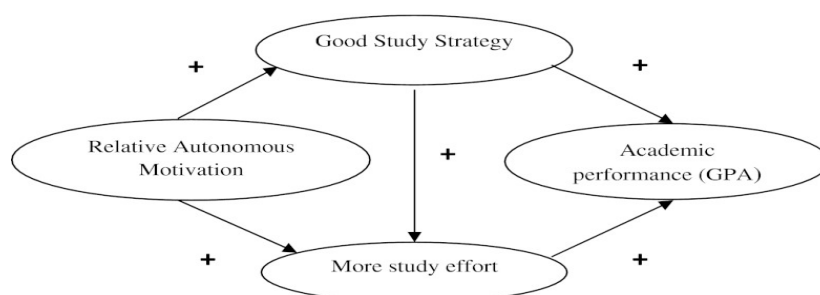
academic motivation is multidimensional in nature, and is comprised of three global types of motivation: intrinsic motivation, extrinsic motivation, and a motivation (Deci & Ryan, 2002).

Basic History of ACADEMIC ACHIEVEMENT

Education is a process towards development. The task of educational research is to identify the determinants of development from various aspects of life-past and present, which seems to have guided the general life styles in the social, economic, political, religious and other spheres. Achievement is success in any field. Scholastic achievement is one in which the success of pupils performance in learning is brought out. This success is measured by means of scores awarded to test items in different subjects and varies from pupil to pupil and teacher to teacher.

The achievement test made by the teacher consisted of test items such as essay type, short answer and objective type questions from the lessons studied by the samples. The syllabus is the same for all the schools and examination pattern is also the same for all schools irrespective of the medium of instruction.

Definition: - Academic Motivation: Motivation is a necessary ingredient for learning. Satisfactory school learning is unlikely to take place in absence of sufficient motivation to learn. Denhardt (2008), defined motivation as “what causes people to behave as they do” Lawler (1994) said “motivation is goal directed”. Motivation outlines the achievement and pursuit of goals. Pettinger (1996) defined motivation as environmentally dependent.



Hypothesized model for motivation influences performance

Objectives of the Study

- To study the significant difference between Academic Motivation and Academic Achievement of Higher Secondary School Students.
- To study the significant difference among Academic Motivation of Girls and Boys of Higher Secondary School Students.
- To study the significant difference among Academic Achievement of Girls and Boys of Higher Secondary School Students.

Hypotheses of the Study –

- H_0 : There is no significant difference between Academic Motivation and Academic Achievement of Higher Secondary Students
- H_0 : There is no significant difference among Academic Motivation of Girls and Boys of Higher Secondary School Students
- H_0 : There is no significant difference among Academic Achievement of Girls and Boys of Higher Secondary School Students

II. Review of Literature

A review of related literature is the process of collecting, selecting and reading books, journals, reports, abstracts and other reference materials. A literature review is a systematic, explicit and reproductive method for identifying, evaluating and interpreting the existing body of recorded work produced by researchers, scholars and practitioners.

1. According to Best J.W (1986) “A brief summary of previous research and writing of recognized experts provides evidences that the researcher is familiar with what is already known and with what is still unknown and untested”. The related literature shows the way to the sources of significant ideas, theories & hypothesis and valuable information regarding problems & evaluation of current practices and empirical researches.

2. Exploring interventions to shift motivation patterns in positive directions modifying under achievement that focus solely on academic remediation. Shifting student motivations away from the more negative *Doing*

Just Enough to the more positive *Doing My Best* orientation may require focused academic tasks and activities where students receive support to achieve positive outcomes through their own endeavours (O'Mara, Marsh, Craven & Debus, 2006).

3. The multidimensional nature of academic motivation results from exploratory factor and CFAs indicate that students are motivated in school for four different classes of reasons: their ability beliefs, effort beliefs, value placed on academic tasks, and characteristics of the academic tasks. A motivation domain (Pelletier et al., 1999), it appears clear that the construct of a motivation in general is multifaceted.. This higher order factor possibly corresponds to general a motivation, the overall state of alienation, helplessness, and passivity that is described by SDT (Deci & Ryan, 1985, 2002).

4. The findings of the study support the notion that academic achievement of Indian immigrant and Indian adolescents are not solely individually determined outcomes. Even though individual cognitive characteristics are important predictors of school engagement and achievement across cultures, the results of the study attest to the positive and influential impact of non-cognitive correlates of academic engagement and achievement among Indian immigrant and Indian adolescents. Thus the study underlines the need to investigate the influence of non-cognitive factors on school engagement and achievement in addition to the cognitive factors affecting students' academic engagement and achievement

5. Motivational categories have been drawn from the relational theory of motivation. They correspond to Nuttin's required interactions between human beings and their world, which stem from cognitive processing and the channeling of basic needs. Achievement motivation is expectancy of finding satisfaction in mastery of difficult and challenging performances where as in the field of education in particular it stands for the pursuit of excellence.

6. An academically-rigorous Catholic high school sample may not be widely generalizable. Although the central purpose of this study was to compare profiles of students to one another, there is still a concern that similar motivation profiles would not be found in other school environment. Despite these weaknesses, the present study raises several points future research could fruitfully address.. Studies with different age groups would help determine whether a compensatory relationship between motivation quantity and quality is specific to the high school environment or applies more broadly. Such person-centered investigations may get to the root of how motivation types collectively operate within individual students at different levels of schooling.

III. Research Methodology

Variables -

- Independent Variable – Academic Motivation
- Dependent Variable – Academic Achievement

Descriptive research The main aim of descriptive research is to provide an accurate and valid representation of (encapsulate) the factors or variables that pertain / are relevant to the research question. Such research is more structured than exploratory research.

The population of this study comprises of 165 Higher Secondary School Students of Hyderabad, G.H.M.C limits. In statistics, a **population** is a set of similar items or events which is of interest for some question or experiment

The target **population** of the present study refers to all the students of Secondary Schools affiliated to Osmania University, Hyderabad.

The sample Size of the present study is **165** Higher Secondary School Students different schools from Hyderabad

sampling frame is the source material or device from which a sample is drawn. It is a list of all those within a population who can be sampled, and may include individuals, households or institutions

The tool used in the present study is **AMS (Academic Motivation Scale)**

The Academic Motivation Scale (AMS) –English version was developed based on the self-determination theory of motivation. The questionnaire asks students to respond to the question Why do you go to school?! using a seven-point Likert scale that indicates agreement with various responses with 28 items

This study used the three subscales that measure intrinsic motivation. Intrinsic motivation is a key component for understanding why people with similar cognitive ability may show differences in academic performance.

Name of the dimensions: AMS measure: Intrinsic Motivation to Know (IMTK); Intrinsic Motivation to Accomplish(IMTA); Intrinsic Motivation to Experience Stimulation (IMES); Extrinsic Motivation Identified Regulation (EMID); Extrinsic Motivation Introjected Regulation (EMIN); Extrinsic Motivation External Regulation (EMER); and, Amotivation (AMOT) (Vallerand et al., 1992).The AMS was modified to add demographic data questions at the end of the survey, as also occurred in other research efforts that implemented the AMS (Woolfolk-Hill, 2010). The AMS scale contained a seven point Likert scale to measure academic motivation with: Does Not Correspond At All = 1, Corresponds a Little = 2 and 3, Corresponds Moderately = 4, Corresponds a Lot = 5 and 6, and Corresponds Exactly = 7.

Reliability: - . The reliability of the original scale is ascertained with a Cronbach’s coefficient alpha of 0.81.

Delimitations of the Study -

- The present study is delimited to the Higher Secondary School Students of Hyderabad GHMC limits..
- The study is focused only on Higher Secondary Students only in Urban Areas in City.

IV. Data Analysis and interpretation

Tab: 1 Shows the data collected and calculated on academic motivation and academic achievement of higher secondary school students

| Type | Total (Sum) | Mean(n) | Standard deviation(SD) |
|-----------------------------|--------------|---------|------------------------|
| Academic Motivation | 727.66 | 4.41 | 0.724 |
| Academic Achievement | 87.046 | 0.53 | 0.185 |

Analysis: Represents the means and Standard deviation of academic motivation and academic achievement of higher secondary school student

The above table reveals that students have a high mean and standard deviation at both the GPA of summative and academic motivation inventory. The table also indicates the insignificant relationship between academic achievement and academic motivation, (i.e $r = 0.056$, $t = 0.727$).

Correlation between Academic Motivation of Girls and Boys.

Tab: 2 Shows the Correlations between academic motivation of girls and boys

| Academic Motivation | Total (Sum) | Mean | S D |
|---------------------|-------------|---------|-------------|
| Girls | 357.02 | 4.46275 | 0.675504453 |
| Boys | 347.9 | 4.34875 | 0.741521486 |

Correlation is significant at the 0.01 level (2-tailed).

The table also indicates a positive relationship ($r = 0.112$) between AM and test score of higher secondary school students. It is rejected

Correlation between Academic Achievement of Girl and Boys:

Tab- 3: Shows the correlation between academic achievement of girls and boys of higher Secondary School Students:

| Academic Achievement | Total (Sum) | Mean | SD |
|----------------------|---------------|--------|-------------|
| Girls | 4878 | 60.975 | 17.00630933 |
| Boys | 3602 | 45.025 | 16.80187979 |

There is a significant correlation between academic achievement of Girls and Boys of higher secondary school student.

V. Conclusions:

Meta-analyses have demonstrated the effectiveness of such intervention programs in developing an autonomy-supportive motivating style among teacher. Hence pre-service and in-service teacher training programs in Canada and India may need to design and implement appropriate autonomy-supportive intervention programs with a view to developing autonomy-supportive teachers, who are capable of nurturing their students’inner motivational resources. Teacher autonomy support may not alone foster students ‘autonomous academic motivation. Teacher autonomy support may need to be supplemented with parental autonomy support. Unlike controlling parenting. An examination of the means revealed very little difference in academic achievement autonomy-supportive parenting—promotion of children’s volitional functioning is associated with more positive psychological, developmental, and educational outcomes in adolescents, including improved academic achievement, greater academic motivation, and higher levels of subjective well-being.

Academic counsellors should organise guidance programmes such as workshops, symposia, and public lectures periodically for high school students to equipped them with the needed skills to enhance their self-concept.

Counselling centres should be put in placed in all High Schools to help students build their positive self-concept since positive self-concept has a strong correlation with academic performance.

Teachers and educators must focus on intrinsic motivation which will have greater impact on students in achieving high academic performance in the absence of external rewards.

The piece of research is fondly hoped would add to the ever growing data of educational research. This study attempted to find the relationship between academic motivation and academic achievement of higher secondary school student and it was proved to be non significant

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