

Achievement motivation of secondary school students in relation to their gender and medium of instruction: An empirical study of Hyderabad district

Mohammad Akbarul Qadri

Research Scholar, Department of Education, Madras University, Chennai, Tamil Nadu, India

Abstract

Achievement motivation plays a vital role for success in academic settings. The present study was carried out with the objective to investigate the gender and medium of instruction related differences. The study was carried on 500 secondary school students of various schools from Hyderabad region, 238 boys and 262 girls selected by random sampling method. As per research plan all students were selected on the basis of gender (males and females) and medium of instruction using Achievement Motivation Scale. Percentage analysis and t- Test were used for deriving the results. Significant differences were found in the dimensions of achievement motivation on the basis of gender and medium of instructions among boys and girls students.

Keywords: achievement motivation, gender and medium of instruction

Introduction

The immense potential of education in the development of an individual and in the promotion of a society has been widely accepted. An educated person is expected to be more rational in his thinking and be able to fulfill the political, economic, and cultural functions in a better way. This would help in improving his quality of life. Education has been recognized as a major instrument which societies can use to direct the process of change and development towards desired goals. Achievement Motivation is one of the greatest factor which can affect child education so that he may bring desirable changes in himself.

The term motivation is derived from the Latin word. 'movere' or 'motum' which means to move, motor and motion. It is the move towards the set goals; therefore motivation is the force which energizes the behaviour of the learners.

In the contest of the classroom, "motivation" refers to such characteristics of student behavior as interest, alertness, attention, concentration and persistence. These are motivational qualities of immediate interest to the teacher. If students do not pay attention, follow instructions and complete assignments, it is obviously difficult to teach them. The educator is also concerned with long term motivational characteristics.

Achievement motivation is often correlated with actual achievement behaviour (Harter, 1986). The motivation to achieve however may evidence itself only in behaviour that children in different situations have different achievement attaining values for children (Eccles, 1998). Motivating students to achieve in school is a topic of great practical concern to teachers and parents, and of great theoretical concern to researchers. Higher education institutions are beginning to provide assistance to students, especially new ones, in developing so called study skills and self-regulatory skills such as time management. One of the greatest challenges and opportunities of the 21st century will be for

schools at all levels to focus more on assisting students to become motivated in order that they can succeed in school. Student achievement has been widely researched over the past couple of decades. Several seminar works have contributed to our understanding of student achievement and what motivates students to learn.

The achievement of a person is very much related to the extent of motivation he or she has. Motivation as a factor of predicting achievement and found that motivation correlated more highly with achievement than did other factors. Motivation factors exert a profound influence on children's intelligence, performance and achievement not only in the laboratory but also in the classroom. Recent interest in high school student's levels of achievement has led to greater examination of the predictors that facilitate such performances. Colleges and Universities have become more selective in students admissions, not only examining high school academic records, but also student participation in extra curricular activities. The increasing attention given to understanding the characteristics that promote high levels of academic performance and expectations among high school students has led researchers to look beyond the confines of individual thought and examine the macro social influences that affect individual performances. The achievement motivation of schoolmates may create a learning environment that facilitates or impedes learning above and beyond what would be expected in the basis of individual student's achievement motivation intelligence and background characteristics

Psychologists believe that motivation is a necessary ingredient for learning (Biehler & Snowman, 1986) [1]. Satisfactory school learning is unlikely to take place in absence of sufficient motivation to learn (Fontana 1981) [5]. Denhardt (2008) [2], defined motivation as "what causes people to behave as they do" Lawler (1994) [7] said "motivation is goal directed".

Sex differences in achievement motivation have been studied widely (Meece, Glienke, & Burg, 2006) [8]. Researchers have studied whether these sex differences in motivation can predict sex differences in academic achievement (e.g., Steinmayr & Spinath, 2008) [9]. Personality and motivation play important roles in explaining sex differences in school attainment (Steinmayr and Spinath, 2008) [9]. Many different motivational models have emerged to explain these differences. (Eccles-Parsons *et al.*, 1983; Wigfield & Eccles, 2002) [4, 10].

Objectives of the Study

1. To study whether there is any significant difference in dimensions of Achievement Motivation of secondary school students based on
 - 1) Gender
 - 2) Medium of Instruction
2. To find out whether is any significant difference between English and Urdu Medium Secondary school students with respect to dimensions of Achievement Motivation based on
 - 1) Gender
 - 2) Medium of Instruction

Hypothesis of the Study

Based on the above objectives of the study the following hypotheses are formulated.

1. There is no significant difference in Achievement Motivation and its dimensions of secondary school students based on
 - 1) Gender
 - 2) Medium of Instruction
2. There is no significant difference between English and Urdu Medium Secondary school students with respect to dimensions of Achievement Motivation based on
 - 1) Gender
 - 2) Medium of Instruction

Methodology

In the present study, the investigator was interested to study Achievement Motivation and Academic Achievement among secondary school student. In order to accomplish the objectives of the study the investigator used normative survey method of research

Construction of the Tool

The tool was adopted by the Researcher by selecting some appropriate items from Achievement Motivation Inventory developed by Muthee J. M. and Immanuel Thomas in (2009), Achievement Motivation Scale (N-Ach) developed by Deo-Mohan in (1985), Achievement Motivation Test developed by Mukherjee in (1965) and Achievement Motivation Test (ACMT) developed by V. P. Bhargava in (1994).

It measures achievement motivation of students. The test consists of 53 items and each item has five point rating scale (strongly agree), (agree), (undecided), (disagree) and (strongly disagree). The students were requested to give the response on any one of these statements which they think to be the most appropriate. Nine dimensions of this scale were framed and those are:

1. Hope of Success:
2. Fear of Failure
3. High Standard
4. Sense of Competition
5. Optimism
6. Perseverance of Interest in Making Future Plans
7. Preference for Challenging and Difficult Task
8. Identification with Successful Authority
9. Leadership Qualities

3.12.2 Reliability and Validity of tool

The co-efficient of reliability were sufficiently high and the scales used for the study could be considered as reliable. The Chronbach Alpha was used to find out the reliability of the scale. The obtained reliability coefficient is 0.8086 (N=50) and Number of Items = 53 which suggests that the scale is highly reliable to measure the achievement motivation of secondary class students.

The validity of this tool was established by taking the square root of reliability which was found 0.8992. Thus, the coefficient inferred that the tool was highly reliable and valid.

Selection of Sample

The sample of the present investigation was drawn from the 10th class students studying in English and Urdu Medium schools of Hyderabad city randomly. A sample of 500 students was taken which includes 250 English medium, 250 Urdu medium 238 boys and 262 girls. The full detail is given in the table.

Analysis and interpretation of data

Table 1: Frequency distribution of gender of secondary class students.

Gender	Frequency	Percent
Boys	238	47.6
Girls	262	52.4
Total	500	100.0

The above table declares that for conducting this research 500 sample was collected which has 47.6% strength of boys and girls are in Maximum percentage of 52.4.%

Table 2: Frequency Distribution of Medium Secondary School Students.

Medium	Frequency	Percent
English	250	50.0
Urdu	250	50.0
Total	500	100.0

The above table shed light on Frequency Distribution of Medium Secondary School Students. According to the table the total Secondary class Students strength is 500 and they are equally distributed equally in medium of instruction Urdu and English.

Hypothesis 1

Null Hypothesis

There is no significant difference between Genders with respect to dimensions of Achievement Motivation

Table 3: t-test for significant difference between Genders with respect to dimensions of Achievement Motivation.

Factors of Achievement Motivation	Gender				t value	P value
	Boys		Girls			
	Mean	SD	Mean	SD		
Hope of Success	16.42	2.21	16.85	2.51	2.047	0.041*
Fear of Failure	14.71	3.51	15.91	3.98	3.552	<0.001**
High Standard	21.03	2.81	21.53	2.86	1.986	0.048*
Sense of Competition	17.62	2.91	17.90	2.63	1.157	0.248
Optimism	19.23	2.85	19.62	2.80	1.564	0.118
Perseverance of Interest in Making Future Plans	18.14	3.30	18.77	3.56	2.029	0.043*
Preference for Challenging and Difficult Task	11.54	1.90	11.81	2.00	1.529	0.127
Identification with Successful Authority	10.37	1.94	10.63	1.88	1.516	0.130
Leadership Qualities	11.47	2.26	12.02	2.01	2.826	<0.005**
Overall Achievement Motivation	140.54	14.36	145.05	15.38	3.381	<0.001**

Note: 1. ** denotes significant at 1% level
 2. * denotes significant at 5% level

Since P value is less than 0.01, null hypothesis is rejected at 1% level with regard to dimension of Fear of Failure, Leadership Qualities and Overall Achievement Motivation. Hence there is significance difference between boys and girls with regards to the dimension of Fear of Failure, Leadership Qualities and Overall Achievement Motivation. Based on mean score, the girls are better than boys in Fear of Failure, Leadership Qualities and Overall Achievement Motivation. Since P value is less than 0.05, the null hypothesis rejected at 5% level, with regard to Hope of Success, High Standard and Perseverance of Interest in Making Future Plans. Hence there is significance different between boys and girls with regard to Hope of Success, High Standard and Perseverance of Interest in Making Future Plans. Based on Mean score, the girls are better in Hope of Success, High Standard and Perseverance of

Interest in Making Future Plans.

There is no significance difference between boys and girls with regard to these dimensions Sense of Competition, Optimism, Preference for Challenging and Difficult Task and Identification with Successful Authority, since P value is greater than 0.05. Hence the null hypothesis accepted with regard to Sense of Competition, Optimism, Preference for Challenging and Difficult Task and Identification with Successful Authority.

**Hypothesis 2
 Null Hypothesis**

There is no significant difference between English and Urdu Medium Secondary class students with respect to dimensions of Achievement Motivation

Table 4: t test for significant difference between English and Urdu Medium Secondary class student with respect to dimensions of Achievement Motivation.

Factors of Achievement Motivation	Medium				T value	P value
	English		Urdu			
	Mean	SD	Mean	SD		
Hope of Success	16.41	2.33	16.89	2.41	2.264	0.024*
Fear of Failure	15.20	3.74	15.48	3.88	0.810	0.419
High Standard	20.99	2.91	21.60	2.76	2.383	0.018*
Sense of Competition	17.56	2.86	17.98	2.67	1.715	0.087
Optimism	19.18	2.98	19.68	2.65	1.984	0.048*
Perseverance of Interest in Making Future Plans	18.24	3.40	18.70	3.48	1.494	0.136
Preference for Challenging and Difficult Task	11.41	1.93	11.95	1.95	3.112	<0.002**
Identification with Successful Authority	10.38	1.94	10.64	1.88	1.520	0.129
Leadership Qualities	11.61	2.14	11.90	2.16	1.520	0.129
Overall Achievement Motivation	140.98	14.86	144.82	15.04	2.869	<0.004**

Note: 1. ** denotes significant at 1% level
 2. * denotes significant at 5% level

Since P value is less than 0.01, null hypothesis is rejected at 1% level with regard to dimension of Preference for Challenging and Difficult Task and Overall Achievement Motivation. Hence there is significance difference between English and Urdu medium students with regards to these dimensions: Preference for Challenging and Difficult Task and Overall Achievement Motivation. Based on mean score, Urdu medium students are batter then English medium students in Preference for Challenging and Difficult Task and Overall Achievement Motivation.

Since P value is less than 0.05, the null hypothesis rejected at 5% level, with regard to Hope of Success, High Standard and Optimism. Hence there is significance difference between English and Urdu medium students with regards to Hope of Success, High Standard and Optimism. Based on mean score, Urdu medium students are batter then English medium students in Hope of Success, High Standard and Optimism. There is no significance difference between English and Urdu medium students with regards to Fear of Failure, Sense of Competition, Perseverance of Interest in Making Future Plans,

Identification with Successful Authority and Leadership Qualities. since P value is greater than 0.05. Hence the null hypothesis accepted with regard to Fear of Failure, Sense of Competition, Perseverance of Interest in Making Future Plans, Identification with Successful Authority and Leadership Qualities

Conclusion

In this research it is clear that girls are better than male students in these dimensions of achievement motivation: Hope of Success, High Standard and Perseverance of Interest in Making Future Plan, Fear of Failure, Leadership Qualities and Overall Achievement Motivation. Thus the study purports to encourage male students more to grow as more accountability of the secondary schools teachers and more dedication and devotion to duty are observed.

Another finding of the study was the significant difference in the dimensions of achievement motivation on the basis of medium of instructions. Urdu medium students were better than English medium students in Hope of Success, High Standard, Optimism, Preference for Challenging and Difficult Task and Overall Achievement Motivation.

Suggestions for Further Research

1. The present study cannot be called comprehensive and final. Similar study should be conducted on large sample than that of the present study.
2. The data for the present was collected from 10th class only other classes should also have taken for investigation purpose.
3. The present study was restricted only to different schools of Hyderabad city. Data can be collected from other districts and areas.
4. The study can be conducted on college and university students.
5. The study can also be carried out by taking data from rural area only.

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