

A STUDY OF ACHIEVEMENT MOTIVATION OF PRIMARY SCHOOL GIRLS IN RELATION TO THEIR TYPE OF SCHOOL AND HOME ENVIRONMENT

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ABSTRACT

The investigator through the present study has tried to find out if there is any significant difference between achievement motivation of primary school girls in relation to their type of school and home environment. A sample of 108 girl students of primary schools of Faridabad city was taken for the purpose of this study. The investigator for carrying out the present investigation, used Dr. Mehta's Achievement Values and Anxiety Inventory and Dr. Mishra's, Home Environment Inventory as tools. The present investigation revealed that different levels of home environment have profound effect on achievement motivation of primary school girls. Thus, it has been found from this study that higher the level of home environment, greater is the achievement motivation of the girl students of primary schools.

Key Words: Achievement Motivation, Achievement Test, Motivation

INTRODUCTION

Achievement Motivation refers to the behaviour of an individual who strives to accomplish something, to do his best to excel, others in performance, this involves competition with a particular standard of the excellence of performance and influences learning and personality development of an individual. Pupil with high achievement are self confident individuals who function well in situation where they assume personal responsibility and can control what happens to them They set challenging but realistic goals demanding maximum efforts. They are neither satisfied with automatic success that comes from easy goals nor do they try to do impossible tasks. They pride in their accomplishment and drive pleasure in striving for the challenging goals which they set for themselves. Mc Clelland (1972), initiated research into a motive called "need for achievement" that has blossomed into a complex & sophisticated movement covering a wide variety of issues. Achievement Motivation is the expectancy of finding satisfaction in mastery of difficult and challenging performance whereas in the field of education it stands for the pursuit of excellence. Thus, achievement motivation comes into

picture when an individual knows that his performance will be evaluated, that the consequences of his/her actions will be either as success or a failure and that good performance will produce a feeling of pride in accomplishment. Individuals defer in their strength of motive of achievement as various activities differ in the challenge they pose and the opportunities they offer. Both personality and environmental; factors must be considered in accounting for the strength of motivation to achieve in a particular perform facing a particular challenge in a particular situation. Environmental factors like home environment play a very important role in promoting the achievement motivation of the students.

The infant begins his life under the fostering affection and care of his parents. One of the factors which influence the motivation of the child is the environment in which he/she lives. Every child is born in a family at a particular place and time. His upbringing also takes place in a specific environment. This environment is either controlled or uncontrolled. Both types of environments exert their influence upon the child in different ways. Role of family in the education of the child is very significant. The home is the soil in which spring up those virtues of which

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sympathy is the common characteristic. It is there the warmest and most intimate affection flourish. It is there that the child learns the difference between generosity and meanness, considerateness and selfishness, justices and injustice, truth and falsehood, industry and idleness.

How widespread the influence of the family is on children and on their development cannot be fully appreciated until one realizes what family members contribute on the child. The contributions of the family to the development of children includes feelings of security from being a member of a stable; group, people children can rely on to meet their needs- physical and psychological, sources of affection and acceptance, regardless of what they do, models of approved patterns of behaviour, guidance in the development of socially approved patterns of behaviour, people they can turn to for help in solving the problems every child faces in the adjustment to life, guidance and help in learning skills-motor, verbal and social-needs for adjustment, stimulation of their abilities to achieve success in school and in social life etc. All these contributions help the child to be a person with more motivation to achieve. By contrast, a home that fails to make these important contributions has a significant role in the development of personality of the child in general and achievement motivation in particular.

Review of related literature indicates that studies have been taken up in the area of achievement motivation of children with respect to variables like sex (Abrol, 1977; Gupta, 1983; Tripathi, 1986)1,4,10, anxiety (Gupta, 1983; Mansuri, 1986)4,5, academic achievement (Abrol, 1977)1, socio-economic status (Abrol, 1977; Gupta, 1983; Mansuri, 1986; Tripathi, 1986)1,4,5,10, intelligence (Abrol, 1977; Tripathi, 1986)1,10, vocational interest (Abrol,1977)1, regional background, parental behaviour (Ojha, 1973)9, motivation towards school (Ojha, 1973)9, family system (Ojha, 1973)9, family size (Ojha, 1973)9, birth order (Ojha, 1973)9, mothers age (Ojha, 1973)9, parental separation(Ojha, 1973)9, religion (Ojha, 1973)9 and caste (Ojha, 1973)9, level of aspiration (Tripathi, 1986)10,

adjustment (Tripathi, 1986)10. Devi, Sarita & Mayuri, K (2003)3 conducted a study to see the influence of family and school factors on the academic achievement of residential school children. The results showed that girls were superior to boys, family factor like parental aspiration and Socio-economic status significantly contributed to academic achievement of students. However, number of studies which measures the relationship between achievement motivation and home environment of primary school girls was found very less. Keeping in mind the importance of home environment in promoting achievement motivation among children, and also the dearth of research in this field, the researcher took up the study in this particular area.

OBJECTIVES OF THE PRESENT STUDY

The following are the broad objectives of the present study undertaken:

1. To find out the significance of difference between achievement motivation of primary school girls in relation to their home environment.
2. To find out whether the difference in home environment would account for the significant difference in achievement motivation of primary school girls.
3. To find out whether the differences in the type of schools in which the primary school girls are studying would account for the significant differences in their achievement motivation.

HYPOTHESES

1. There is a significant relationship between achievement motivation of primary school girls in relation to their home environment.
2. There is no significant difference in the achievement motivation of primary school girls of high and moderate, high and low and moderate and low home environment.
3. There is no significant difference in the achievement motivation of primary school girls studying in government and aided, government and unaided and aided and unaided primary girls' schools.

METHODOLOGY OF THE STUDY

Population and Sample

The population consisted of primary school girls studying in different types of schools of Faridabad city of Haryana. By employing Stratified Random Sampling technique, 108 primary school girls were selected as sample for the present study.

TOOLS USED

The investigator used the following tools for the present study:

- i) Achievement Values and Anxiety Inventory of Mehta (1976)
- ii) Home Environment Inventory of Mishra (2004)

STATISTICAL TECHNIQUES USED

Coefficient of Correlation was used to find out the significance of relationship between achievement motivation of primary school girls in relation to their home environment. T-test was used to find out the significance of difference between the achievement motivation of primary school girls belonging to different levels of home environment and studying in different types of schools.

ANALYSIS AND INTERPRETATION OF THE DATA

a) Analysis of the scores of achievement motivation of primary school girls and their home environment.

When the comparison of the scores of Achievement Motivation of primary school girls and their home environment is done, following results were drawn (Table-01).

Table-01 N and r-value of the scores of achievement motivation of Primary School girls and their Home Environment

S.No.	Variables	N	df	r-value	*Significance Level
1.	Achievement Motivation	108	106	0.170	Not Significant
2.	Home Environment	108	106		

*Significance level at 0.5 level

1. R-value was computed for the scores of achievement motivation of primary school

girls and their home environment and is presented in the Table-01.

2. From the table-01, it can be seen that the obtain r-value is 0.170 which is less than the table r-value of 0.195, that is for 106 degrees of freedom at 0.5 level of significance. Thus, it indicates that there is no significant relationship between the achievement motivation of primary school girls and their home environment. Hence, the hypothesis 1 stands rejected.

- b) Analysis of the scores of Achievement Motivation of primary school girls with respect to different levels of home environment.

When the comparison of the scores of achievement motivation of primary school girls belonging to Low and moderate, low and high and moderate and high environment is done, following results were drawn (Table-02).

Table-02 N, Mean, SD & t-value of the scores of achievement motivation of Primary School girl students belonging to Low and Moderate, Low and High and Moderate and High Home Environment

S.No.	Category	N	Mean	SD	t-value	*Significance level
1.	Low Home Environment	23	168.4348	46.229		Significant at
2.	Moderate Home Environment	19	213.2105	9.07732	11.430	0.01 level
3.	Low Home Environment	23	168.4348	46.22949		Significant at
4.	High Home Environment	66	258.1515	27.09314	8.796	0.01 level
5.	Moderate Home Environment	19	213.2105	9.07732		Significant at
6.	High Home Environment	66	258.1515	27.09314	4.540	0.01 level

*Significance level at 0.01 level

i) Mean, standard deviation and t-value was computed for the scores of achievement motivation of primary school girls belonging to low and moderate. Low and high and moderate and high home environment and is presented in Table-02.

ii) As indicated in Table-02, the obtained t-values for low and moderate, low and high and moderate and high home environment are 11.430, 8.796

and 4.540, which are more than the table t-values 2.71, 2.63 and 2.64, that is for 40,87 and 83 degrees of freedom respectively at 0.01 level of significance. This means that there is significant difference in the achievement motivation of primary school girls of low and moderate, low and high and moderate and high environment. Hence, the null hypothesis is rejected and alternative hypothesis that there is significant difference in the achievement motivation of primary school girls belonging to low and moderate, low and high and moderate and high home environment is accepted.

3.) From the Table-02, it has also become clear that the primary school girls belonging to

i) Moderate home environment had better achievement motivation (M=213.2105) in comparison to primary school girls belonging to low home environment (M=168.4348).

ii) High home environment had better achievement motivation (M=258.1515) in comparison with the primary school girls belonging to low home environment (M=168.4348) and

iii) High home environment had better achievement motivation (M=258.1515) in comparison with the primary school girls belonging to moderate home environment (M=213.2105).

c) Analysis of the scores of achievement motivation of primary school girls with respect to Type of schools in which they are studying

Table-03 shows comparison of the scores of achievement motivation of primary school girls studying in government and private aided, government and private unaided and private aided and unaided schools.

Table-03 N, Mean, SD & t-value of the scores of achievement motivation of Primary School girls studying in Govt. and Private Aided, Govt. And Private Aided & Private Aided and Private Unaided Schools

S.No.	Category	N	Mean	SD	t-value	*Significance level
1.	Government	36	-1.9722	3.62126	-1.219	Non-significant
2.	Private Aided	36	-0.8333	4.27952		
3.	Government	36	-1.9722	3.62126	-1.638	Non-significant
4.	Private Un-Aided	36	-0.6111	3.42493		
5.	Private Aided	36	-0.8333	4.27952	-0.243	Non-significant
6.	Private Un-Aided	36	-0.6111	3.42493		

*Significance level at 0.05 level

i) Mean, standard deviation and t-values are computed for the scores of achievement motivation of primary school studying in government and private aided, government and private unaided & private aided and unaided schools and this is presented in Table-03.

ii) As, shown in Table-03, the obtained t-values are -1.219, -1.638 and -0.243 which are less than the table t-value 2.00 for 70 degrees of freedom at 0.05 level of significance

This means that there is no significant difference in the achievement motivation of primary school girls studying in government and private aided, government and private unaided and private aided and private unaided schools.

MAJOR FINDINGS AND RESULTS OF THE STUDY

1. There was no significant relationship between the achievement motivation of primary school girls in relation to their home environment.
2. There was a significant difference in the achievement motivation of primary school girls belonging to low and moderate, low and high and moderate and high home environment.
3. There was no significant difference in the achievement motivation of primary school girls studying in government and private aided, government and private unaided and private aided and private unaided schools.

CONCLUSION

On the basis of the above findings and results of the study, following conclusions have been drawn:

1. Home environment is not the only factor that determines the achievement motivation of primary school girls. Some other factors like intelligence, socio-economic status, school environment also may influence the achievement motivation of the primary school girls.
2. Different levels of home environment had its effect on achievement motivation of primary school girls. It has been found from the present study that higher the level of home environment, greater is the achievement motivation among primary school girls.
Hence, the home environments should be created in such a way that the girls get highly motivated to learn and achieve high levels of academic performance in their schools.
3. Type of school in which the primary school girls were studying had no effect on their achievement motivation. This result might be attributed to the various components of the school environment.

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