

## ACHIEVEMENT IN HINDI AS RELATED TO ACADEMIC ACHIEVEMENT MOTIVATION

**Dr. (Mrs.) Sushma Sharma\* & Dr. (Mrs.) Sunita Chhabra\*\***

### ABSTRACT

*The Purpose of this study was to describe the nature of relationship between Achievement in Hindi and Academic Achievement Motivation .The sample consisted of 150 students of 10+2 class from schools and colleges of Abohar and Malout (Punjab). These schools and colleges were selected randomly. The data was collected by using Hindi Achievement Test and Achievement values and Anxiety Inventory. t-test and Product Moment correlation Technique were applied to analyze the data. The results of the study were as-*

- I. High Achievement group, Average Achievement group And Low Achievement group differ significantly in their Achievement in Hindi.*
- II. High Achievement group, Average Achievement group And Low Achievement group differ significantly in their Achievement Motivation in Hindi.*
- III. Positive but low correlation was found between these variables.*

### INTRODUCTION

Academic achievement seems to be the ultimate goal in everyone's mind in the present achievement oriented society. That is why; academic achievement is given a lot of weight age in admitting students for higher studies and selecting them for jobs etc.

Symonds (1927) listed incitement to study, promotion of competition, determination of promotion, assistance in educational and vocational guidance, awarding of credits and honours among the purposes of marks. Therefore, Educationists and Psychologists have been intensively interested for the last six decades in studying in the complex determinants of academic Achievement.

Hawes and Hawes (1982) defined 'Achievement Motivation' as it is a psychological need and energetic drive, to prompt an individual to strive for and work toward mastering his or her involvement for the successful accomplishment of goal or goals accompanied by a sense of satisfaction and self-worth, also called achievement need.

Persons who have high achievement motivation have the Characteristics as Eagerness, Energy Mobilization, Consistency,

Achievement of goal and reduction of tension, Concentration on Attention

### OBJECTIVES

- (a) To find out the difference in the level of Achievement of students in Hindi.
- (b) To find out the difference in the level of Academic Achievement Motivation of students in Hindi.
- (c) To examine the nature of relationship among Achievement and Academic Achievement Motivation.

### HYPOTHESES

- (a) There exists the difference in Achievement level of students in Hindi.
- (b) There exists the difference in Academic Achievement Motivation of students in Hindi.
- (c) There exists positive correlation between Achievement and Academic Achievement Motivation.

### SAMPLE

A sample of schools and colleges at random was made in order to give proper representation. A sample of 150 students was selected from schools and colleges of Abohar and Malout (Punjab).

\*Principal, D.M. College of Education, Moga (Punjab)

\*\*Assist. Prof., Teaching. of Hindi Jyoti B.Ed. College, Fazilka (Punjab)

**TOOLS**

- (a) Hindi Achievement Test by Dwivedi and Sinha (1977) (with modification)  
 (b) Achievement values and Anxiety Inventory by Mehta (1969).

**STATISTICAL TECHNIQUES**

Mean, S.D., t-value, Product Moment Correlation.

**RESULTS AND DISCUSSION****Table No. 1**

**Mean, S.D, SED and 't' Ratio of High Achievement Group and low Achievement Group**

Group	No.	Mean	S.D.	SE <sub>r</sub>	't' Ratio	Level of Significance
High	25	246.96	10.87	3.72	21.26	0.05*
Low	29	167.76	15.17			0.01*

df=52

Level of Significance at 0.05=2.01\*

Level of Significance at 0.01=2.61\*\*

**Table No. 2**

**Mean, S.D, SED and 't' Ratio of High Achievement Group and Average Achievement Group**

Group	No.	Mean	S.D.	SE <sub>d</sub>	't' Ratio	Level of Significance
High	25	246.96	10.87	3.24	10.15	0.05*
Average	96	214.07	15.09			0.01*

df=119

Level of Significance at 0.05=1.98\*

Level of Significance at 0.01=2.62\*\*

**Table No. 3**

**Mean, S.D, SED and 't' Ratio of Average Achievement Group and low Achievement Group**

Group	No.	Mean	S.D.	SE <sub>r</sub>	't' Ratio	Level of Significance
Average	96	214.07	15.09	3.23	14.27	0.05*
Low	29	167.76	15.17			0.01*

df=123

Level of Significance at 0.05=1.98\*

Level of Significance at 0.01=2.62\*\*

**DISCUSSION**

Three groups of +2 class students differs as far their level of Achievement in Hindi is concerned. The students of High level group are higher in achievement as compared to Average group and low group (wide table No. 1 to 3). The difference is very clear from Means and 't' is also significant. It may be because of high achievers are more interested in studying Hindi as they belong to Hindi speaking areas and majority of them are from educated families. It may be due to limited choice of subjects offered to them at this stage and after that for higher education. It may be because of unfair means and their rote memorization power is more as compared to other groups.

**Table No. 4**

**Mean, S.D, SED and 't' Ratio of High and Low group on Achievement in Hindi and Achievement Motivation**

Group	No.	Mean	S.D.	SE <sub>d</sub>	't' Ratio	Level of Significance
High	25	-1.52	4.10	1.44	0.935	0.05
Low	29	-0.45	4.12			0.01

df=52

Level of Significance at 0.05=2.01\*

Level of Significance at 0.01=2.61\*\*

**Table No. 5**

**Mean, S.D, SED and 't' Ratio of High and Average group on Achievement in Hindi and Achievement Motivation**

Group	No.	Mean	S.D.	SE <sub>r</sub>	't' Ratio	Level of Significance
High	25	-1.52	4.10	0.93	0.867	0.05
Average	96	0.052	4.06			0.01

df=119

Level of Significance at 0.05=1.98\*

Level of Significance at 0.01=2.62\*\*

**Table No. 6**  
**Mean, S.D, SED and 't' Ratio of Average and Low group on Achievement in Hindi and Achievement Motivation**

Group	No.	Mean	S.D.	SE <sub>D</sub>	't' Ratio	Level of Significance
Average	96	0.052	4.06	0.87	0.58	0.05
Low	29	-0.45	4.12			0.01

df=123

Level of Significance at 0.05=1.98\*

Level of Significance at 0.01=2.62\*\*

### DISCUSSION

There is no difference in the level of Academic Achievement of these three groups as there is minor difference between their means on Achievement Motivation test scores. This difference can be negligible. 't' is also not significant at any level. The reason may be that these students don't find any future prospects in the world of work. Hindi is not a compulsory subject at B.A. level. Moreover, It is not very important subject from the point of view of competitive examinations. Because as medium of instruction, Hindi is not of great Importance; as English is considered the main language of communication at higher level. Hence, the future of Hindi is dark. Consequently, it does not work as a force of Motivation for Achievement In Hindi. Students do not have Achievement Motivation because they do not have any goal before them. Therefore, they only want to get the marks by hook and crook.

**Table No. 7**  
**Correlation between Dependent Variable (Achievement in Hindi) and Independent Variable (Achievement Motivation)**

Group	Pairs	Calculated 'r'
HH (High)	Achievement and Achievement Motivation	0.026
A.A (Average)	Achievement and Achievement Motivation	0.224
LL (Low)	Achievement and Achievement Motivation	0.032

To find out the relationship between Dependent variable and Independent variable, Pearson's product moment 'r' was calculated. The details are shown in table No.7.

The above table shows that there is positive but low correlation between Achievement and Achievement Motivation of high Achievement group ( $r=0.026$ ); Average Achievement group (0.224); and Low Achievement group (0.032) But this correlation is not significant. It indicates that students' Achievement in Hindi is low instead of having positive correlation between these variables. Therefore, students should be motivated to make many attempts and adopt many ways and means to achieve their goals. The teachers' task is to clarify these goals to both pupils and their parents.

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