



A STUDY ON IMPACT OF ACADEMIC ACHIEVEMENT IN RELATION TO LERANING MOTIVATION OF SECONDARY SCHOOL STUDENTS IN ALWAR DISTRICT

Deepti Bathla

Research Scholar
Department of Education
Lords University, Alwar.
deeptigera@gmail.com

Dr. Savita Gupta

Research Supervisor
Department of Education
Lords University, Alwar.

Abstract

Academic achievement describes academic outcomes that indicate the extent to which a student has achieved their learning goals. Academic achievement may refer to completing educational benchmarks such as a bachelor's degree. Academic achievement is often measured through examinations or continuous assessments.

Academic achievement indicates to the rank of accomplishment aptitude achieved in any particular area related to scholastic or academic work. Academic achievement of the student means the information attained and skillfulness awareness for the school subjects, which are evaluated by school teachers. Academic achievement indicates to the stage of proficiency. It is the level of person's learning capability to relate what he has been educated. So Achievement means what a student has acquired or achieved after the particular training or teaching. Academic achievement is important because it shapes the minds of the students. Students gain a lot of knowledge about history, science and mathematics while studying. Higher the scholastic attainment means more job openings for students in different fields like science, management, engineering, technology etc. Learning motivation plays an important role in raising the student's bright future. So, this study will able to focus the impact on academic achievement in relation to learning motivation.

Keywords: Academic achievement, Learning motivation, Aptitude, Capability

1. Introduction

Examinations have always been used as the main basis for judging a student's ability and also as a means of selection for educational advancement and employment. Every year, thousands of Indian students sit for the Board examination for standard 10th and 12th . Although pupils may be of comparable abilities, learn in the same environment and follow the same syllabus, their academic performance still vary. Bright students who fail to excel due to other factors miss the opportunity to advance in education and also perform poorly despite the good learning facilities in their schools. Among the factors that are blamed for the pupil's poor academic performance and low motivation, the home environment is hardly mentioned. It is estimated that about more than 40% of secondary school leavers do not gain admission into higher secondary schools every year due to their poor performance. The poor performance has raised concern and efforts have been made to find out the reasons behind it. Many factors such as lack of facilities in school, lack of teachers, indiscipline, unfavorable home environment, low intelligence, anxiety, pupils' need to achieve, cause poor academic performance

Learning motivation is important because it affects how students learn. More motivated people will push themselves to complete challenging tasks. Learners with strong intrinsic motivation will also reflect deeper on the learning materials and won't accept the

easiest answers. Conversely, those with a purely extrinsic motivation (to simply pass the course and move on) will have low interest and lower knowledge retention. Finding ways to increase student motivation in a learning environment can help –

- Fosters critical thinking
- Promotes self-assurance
- Change learner behavior
- Develop student competencies
- Spark curiosity
- Set better learning goals
- Increase student engagement
- Promoting motivation also has beneficial effects on learners.

1.2 Characteristics of Motivation

➤ **Strenuous concentration**

People become aware in motivated behaviour. In the motivated behaviour the students makes a lot of hard work for achieving their ambition.

➤ **Determination**

Students who are motivated they show persistency in work.

➤ **Motive involves directedness**

A motivated person goes in for some specific activities. If a student wants to become doctor and is motivated toward it, he not only works hard to make a good score in the examination but side by side motivated to do the same.

➤ **Motivation may be located within the individual or in the outside environment**

In order to get motivated it is essential to go in for these conditions like such an environment which motivates him to that type of behaviour and the presence of that type of needs, activities, emotions and interest and any type of reward, motive and aim which motivates the individual.

➤ **Behaviour does not point out the complete picture of motivation**

By way of observing the behaviour of man, the test of his motives cannot be worked out. From his activities one can judge about his motives.

➤ **Different ways of expressing Motivation**

Different societies have different types of principle and concept about motivating. In this

background, different groups or people express their view points in their different ways.

➤ **Different type of Motivation can express the same behaviour**

Some children play hockey to impress their parents and to please them. One behaviour can lead to many types of Motivation: - one scholar can be motivated for getting the degree or to bring new segment of knowledge.

➤ **Achievement of goal and decrease of nervousness**

Motivation creates awareness among learners about their objectives goal. Students feel sense of satisfaction after achieving the goal. They feel relaxed when the target is accomplished.

➤ **Energy channelize**

The person who is fully motivated, his energy is marshal.

2. Objective

The main objective of the study was to find relationship between Academic Achievement and Motivation among class IX students of Alwar district.

3. Limitations of the Study

The study was limited to 9th standard students of CBSE Schools of Alwar district blocks named Rajgarh, Rangarh, Umrain, and Kishangarh.

4. Sample and Technique of Sample Selection

The subjects of study comprised of N= 400 (200 boys and 200 girls) 9th standard students of CBSE Schools of Alwar district blocks named Rajgarh, Rangarh, Umrain, and Kishangarh. The stratified random sampling technique was used to have rural representation. Four schools were selected through simple random sampling from each of the two settings.

5. Tool Used Academic Achievement Motivation

Attitude/Motivation Test Battery (adapted by the investigator)

For assessing the learning motivation of the students Attitude /Motivation test battery was used. In the present study attitude/motivation test battery was adapted to measure the learning motivation of the class IX school students. Attitude/Motivation Test Battery was initially prepared by R.C. Gardner. Attitude/Motivation Test Battery was planned to measure number of individual dissimilarities of pupils in Canada learning French language as a second language. English version of Attitude/Motivation Test Battery was firstly used with Canadian primary and secondary school pupils who were learning French as a unfamiliar language and English is their first language. According to Gardner (1985) the attitude/motivation test battery was planned to measure the non-linguistic goals of foreign language programme.

Validity of Attitude/ Motivation Test Battery

Content Validity- all the items or the whole content of Gardner's Attitude/motivation test Battery was systematically analysed. The complete battery was shown to the experts in the

area of education and psychology they were asked to provide their opinion about the content and language of Gardner's Attitude/ motivation test Battery. The format, language, instructions and size of the battery were found to be suitable for the students. So Gardner Attitude motivation test Battery is valid.

6. Data Analysis and Discussion-

Table 6.1 Showing the values of Mean, Median, Mode, Standard Deviation,Skewness and Kurtosis for the variable of academic achievement in relation to learning motivation. (N=400)

Variables	Dimensions	Mean	Median	Mode	SD	Skewness	Kurtosis
Learning motivation	Learning motivation(total)	100.81	104.00	112	21.76	-2.08	0.15
	Motivational intensity	30.02	31.00	30	7.16	-.52	-.37
	Integrative motivation	34.29	35.00	40	7.43	-.68	.01
	Instrumental motivation	36.50	38.00	42	7.17	-.88	.51

Table 6.1.1 Frequency distribution of scores of motivational intensity of class IX Students (N= 400)

Class interval	Mid point	Frequency
12-16	14	90
17-21	19	25
22-26	24	40
27-31	29	100
32-36	34	75
37-41	39	60
42-46	44	10
Total		400

Table 6.1.2 Frequency distribution of scores of integrative motivation of class IX Students (N=400)

Class interval	Mid point	Frequency
10-15	12.5	22
16-21	18.5	35
22-27	24.5	45
28-33	30.5	80
34-39	36.5	110
40-45	42.5	95
46-51	48.5	13
Total		400

Table 6.1.3 Frequency distribution of scores of instrumental motivation of classIX Students (N= 400)

Class interval	Mid point	Frequency
10-15	12.5	8
16-21	18.5	41
22-27	24.5	91
28-33	30.5	150
34-39	36.5	90
40-45	42.5	18
46-51	48.5	2
Total		400

Interpretation-

Learning is a dynamic course of action that required motivation to reach the needed consequences. Motivation is related with the awakening of curiosity in learning and is fundamental in learning.

An examination of Table 6.1 depicts that the respective values of mean, median and mode are 30.02, 31.00 and 30 for motivational intensity, 34.29, 35 and 40 for integrative motivation, 36.50, 38.00 and 42 for instrumental motivation for academic evaluation dimensions of learning motivation. The values of mean, median and

mode for the composite scores of variable learning motivation are 100.81, 104 and 112 respectively.

The values of skewness as depicted in Table 6.1 are -.52, -.68, -.88, respectively for Motivational intensity, Integrative motivation, Instrumental motivation evaluation and total scores in Learning motivation. The negative values of skewness indicates distribution to be negatively skewed with regard to total scores as well as all the dimensions of learning motivation.

The negative values of kurtosis for the dimension Motivational intensity (kurtosis=-.37) and English course evaluation (kurtosis=-.01) indicates the distribution to be platykurtik while positive values of kurtosis indicates the distribution to be leptokurtic with regards to Integrative motivation, (Kurtosis=.01) Instrumental motivation (Kurtosis=.51).

Conclusion-

From the above discussion we can say that the distribution was slightly positively skewed for the variable of academic achievement while for remaining all other variables the distribution of scores was slightly negatively skewed. But, the score distribution of all the variables tended to be near normal. The value of kurtosis show that the distribution of scores on the variable academic achievement and Motivational intensity for evaluation dimensions of learning motivation was platykurtik as the kurtosis is negative. For remaining variables the distribution was leptokurik as the kurtosis values are positive. Kurtosis in all the variables did not show marked departure from normality as all the values of kurtosis were found to be within acceptable range. The values of kurtosis ranged from -.01 to 1.05. Thus, we can say that distribution of all the variables was nearly normal.

References -

- *Spielberger, D. Charles & Sarason, G Irwin, (2015), Stress and emotion. Taylor and Francis group, Limited Publication.*
- *Scovel , T. (2018). The effect of foreign language learning: A review of the anxiety research language learning. Language learning, 28(1), 129-142.*
- *Shahnaz A. &, Khalid, B. (2019), An Analysis of relationship between English language anxiety, English language interest and English language achievement. International Journal of English and Education, 3(1), 175-186.*
- *Shahzada, G. , Khan, U. & Faqir,K. (2014). Interrelation of multiple intelligences and their correlation with student's academic achievement: A case study of southern region, Khybar Pakhtunkhwa. FWU Journal of Social Sciences, 8(12), 59-64.*
- *Shams, M. (2018). Student's attitude, motivation and anxiety towards English language learning. Journal of Research and Reflection in Education, 2(2), 121-144.*
- *Khoshnam, A. H., Ghamori, M. & Gendavani, A.G. (2013). The relationship between intrinsic motivation and happiness with academic achievement in high school students. International Journal of Academic Research in Business and Social Sciences, 3(11), 330-339.*
- *Mohamma, A., & Dhawi, M. (2017). The correlation between Saudi EFL student's motivational and attitudinal behaviours and their performance and academic achievement in*



English language. International Journal of Asian Social Science, Asian Economic and Social Society, 7(10), 855-875.