



TO ANALYSE THE IMPACT OF ACHIEVEMENT OF GOAL AS A FACTOR OF MOTIVATION ON HIGHER SECONDARY SCHOOL STUDENT

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ABSTRACT:

Achievement of goal plays an significant role in determining the influence over the motivation. The researcher conducted a survey on the 500 higher secondary school students by using self-made standardized questionnaire tool. It was observed that the students are more focused and motivated in achieving their goals when they get self-confidence and the appreciation for their work.

INTRODUCTION:

Achievement in simpler terms is called the success obtained in a work. The achievement can be evaluated in various forms such as excellent scores, prizes etc. It is found that the first step for the achievement is about obtaining self-confidence. This self-confidence can be achieved when an individual scores excellent marks in a test or when it is able to solve a difficult problem. The self-confidence is boosted when the individual is able to project his learnt knowledge.

For achievement of goal the individual needs to focus on his/her thought process. The achievement of goal is obtained when the individual feels proud about the progress done in the work. This may be achieved by setting self-goals and then evaluating the progress and appreciate the self-achievements by feeling satisfaction over the achieved result.

Achievement of goal acts as a factor for motivation when the individual's ideas or thoughts are accepted by its own classmates and teachers. This makes an individual more accurate in forming the various logical statements.

PROBLEM IN HAND:

To analyse the impact of achievement of goal as a factor of motivation on higher secondary school students.

METHOD USED: Survey method

The researcher randomly selected the 5 colleges of Mumbai.500 students of higher secondary school students were selected as a sample size.

TOOL: Questionnaire.

List of Standardized questionnaire used:

1. Study involvement inventory by Dr.Asha Bhatnagar.
2. Questionnaire to measure students motivation towards science learning by Hsiao-Lin Tuan,Chi-Chin Chin and Shyang-Horng Shieh.
3. Emotional maturity scale by Dr.Yashvir Singh and Dr.Mahesh Bharagava.

The researcher asked following 5 questions as criteria for evaluating achievement of goal.

- 1) I feel happy when I obtain a good score in a test.
- 2) I feel proud, when I am able to solve a difficult problem.
- 3) I feel glad, when I am confident about the content I have learnt.
- 4) I feel most fulfilled when my other classmates accept my ideas.

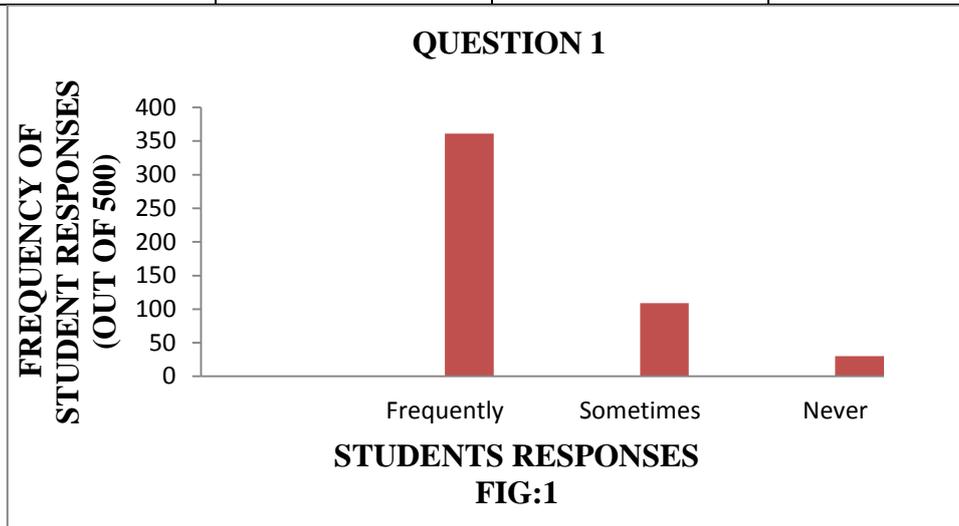
5) I feel most fulfilled when the teacher accepts my ideas.

The students have to select any one of the responses mentioned in questionnaire.

OBSERVATION AND CONCLUSION:

Q.1. I feel happy when I obtain a good score in a test.

Q.1. I feel happy when I obtain a good score in a test.	FREQUENTLY	SOMETIMES	NEVER
	361	109	30



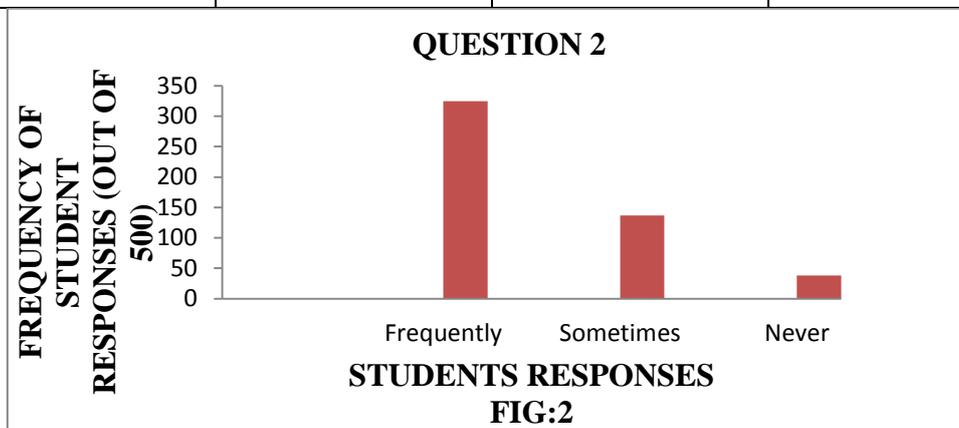
OBSERVATION: Out of 500 students; 361 students responded for frequently, 109 students responded for sometimes and 30 students responded for never.

INTERPRETATION: From the above data, the researcher interprets that confidence of the students is boost up when they perform well in exam.

CONCLUSION: The Researcher concluded that the securing excellent score in academics helps the students more enthusiastic for his/her further studies.

Q.2. I feel proud, when I am able to solve a difficult problem.

Q.2. I feel proud, When I am able to solve a difficult problem.	FREQUENTLY	SOMETIMES	NEVER
	325	137	38



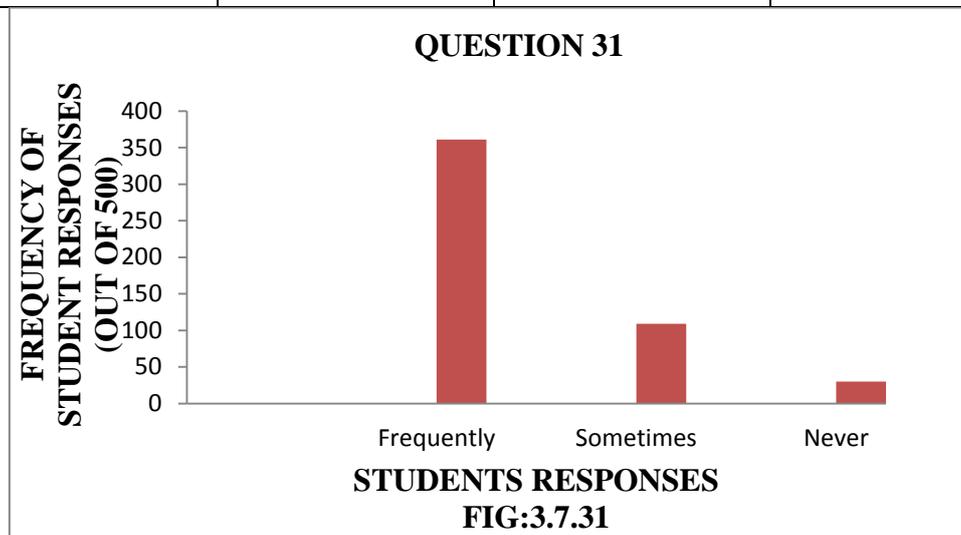
OBSERVATION: Out of 500 students; 325 students responded for frequently, 137 students responded for sometimes and 38 students responded for never.

INTERPRETATION: From the above data, the researcher interprets that students feel proud and confident when they able to solve difficult task by using learnt knowledge effectively.

CONCLUSION: The Researcher concluded that the students develop its logical power for effective decision making.

Q.3. I feel glad, when I am confident about the content I have learnt.

Q.3. I feel glad, when I am confident about the content I have learnt.	FREQUENTLY	SOMETIMES	NEVER
	361	109	30



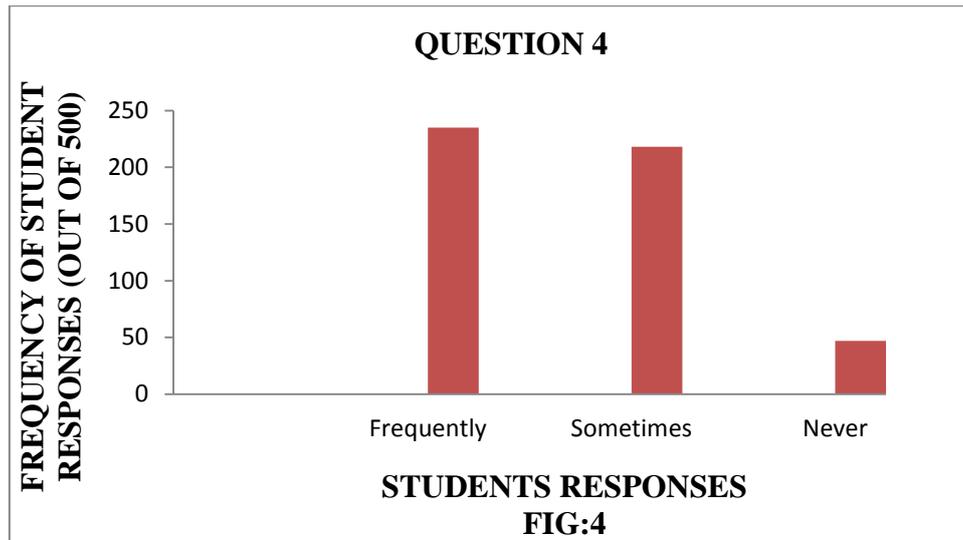
OBSERVATION: Out of 500 students; 361 students responded for frequently, 109 students responded for sometimes and 30 students responded for never.

INTERPRETATION: From the above data, the researcher interprets that students develops Self-esteem when they have confidence in projected learnt Knowledge.

CONCLUSION: The Researcher concluded that the students feels glad when they are confident about learnt matter.

Q.4. I feel most fulfilled when my other classmates accept my ideas.

Q.4. I feel most fulfilled when my other classmates accept my ideas.	FREQUENTLY	SOMETIMES	NEVER
	235	218	47



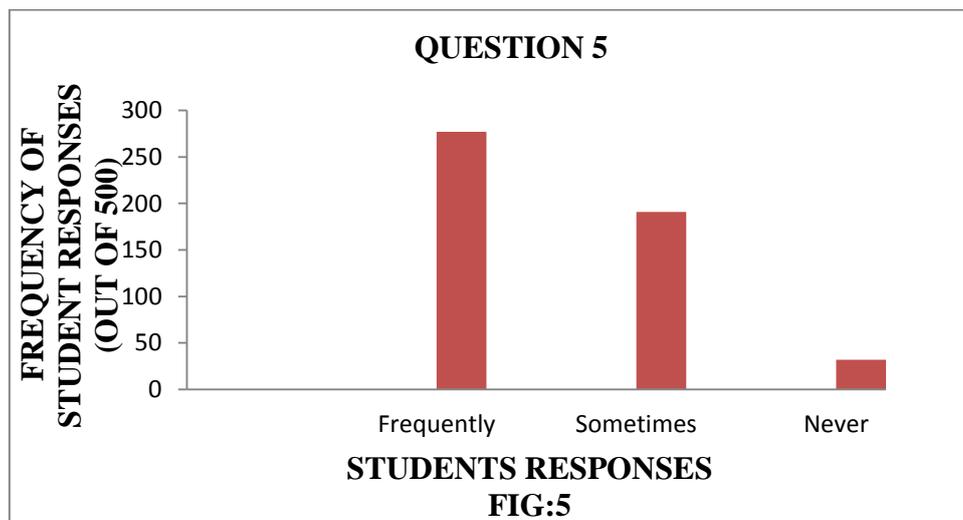
OBSERVATION: Out of 500 students; 235 students responded for frequently, 218 students responded for sometimes and 47 students responded for never.

INTERPRETATION: From the obtained data, the researcher interprets that the students feels happy and proud when his/her ideas are accepted by his classmates.

CONCLUSION: The Researcher concluded that the students become social and friendly when his/her ideas are accepted by the classmates.

Q.5. I feel most fulfilled when the teacher accepts my ideas.

Q.5. I feel most fulfilled when the teacher accepts my ideas.	FREQUENTLY	SOMETIMES	NEVER
	277	191	32





OBSERVATION: Out of 500 students; 277 students responded for frequently, 191 students responded for sometimes and 32 students responded for never.

INTERPRETATION:

From the above data, the researcher interprets that the students feel fulfilled when their ideas are accepted by their teachers.

CONCLUSION:

The Researcher concluded that the students feels more boosted when their ideas are accepted by their teachers.

RESULT:

It is found that the individual achievement of goal develops when it is self-confident about the work and also further gets motivating for completing task.

REFERENCE:

Questionnaire to measure students motivation towards science learning by Hsiao-Lin Tuan, Chi-Chin Chin and Shyang-Horng Shieh.