

ACHIEVEMENT MOTIVATION OF HIGH SCHOOL STUDENTS IN RELATION TO SCHOOL ENVIRONMENT

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Abstract: The present study was concentrated on the achievement motivation of high school students in relation to and school environment. A sample of 200 high school students was chosen. By using the purposive sample technique, 200 people were chosen, with 100 from the rural and 100 from the urban areas (50 boys and 50 girls). The sample was gathered using a descriptive survey technique. The tools of Achievement motivation By Dr. Pratibha Deo and Asha Mohan (1983) and School Environment Inventory by Dr. Karuna Shankar Mishra (1983) Allahabad were used to collect the data. The t-test was used to ascertain the difference of means between variables. The findings of the study there is no significant difference in the level of Achievement motivation among the high school students of urban area and rural area. there is no significant difference in the level of school Environment among the High School students of urban area and rural area. For this provisions Reinforcement at appropriate times plays a significant role in inspiring girls to learn and achieve academic goals in order to enhance the school environment for them. Rewarding rural male students on time helps greatly to their incentive to learn and achieve academic goals by lowering their achievement motivation.

Keywords: Achievement Motivation, School Environment, High School Students

INTRODUCTION

The desire to succeed and the drive for achievement have been referred to as achievement motivation. It describes the actions of a person who makes an effort to achieve something, to give it his all, and to outperform other people. Competition with a specific standard of excellence or performance is involved here. McClelland from Harvard University created the idea of accomplishment motivation. He described motives as a combination of change induced by a cue and anticipation of future change that is affecting dependent upon specific acts. Murray (1938) described achievement motivation as a particular drive to master, manipulate, or organize tangible things, people, or ideas, to do it as quickly and independently as possible, to overcome challenges and reach a high standard, to compete with and outperform others.

SCHOOL ENVIRONMENT

The school is the most dynamic institution that adapts to the society's shifting requirements and demands. The principal and the teachers are addressing the social and psychological aspects of the children within a social-psychological framework. The term "school climate" is widely used to refer to the social and emotional aspects of the educational environment. As a result, education, school, and the school environment are the three key components of socializing pupils in the setting where they spend the majority of their time. As a result, the school atmosphere is a very important part of a student's life. A comfortable and encouraging educational setting gives students a sense of security. The characteristics of a school that have an impact on children's conduct and academic performance are referred to as the school environment.

NEED AND IMPORTANCE OF THE STUDY

Everyone wants a high degree of achievement motivation to achieve as a measure of one's performance in this world that is becoming more and more competitive. The focus of the entire educational system is on students' academic success, making it an ideal environment for study. Only when children are given a suitable and welcoming environment in the classroom can learning take place efficiently. School has long been thought of as a crucial component in a child's education because of the fundamental role it plays in shaping a person's innate potential. The facilities that instructors provide for students' learning as well as their various and dynamic roles in the classroom greatly influence a child's education and his levels of achievement. Considering that a positive school climate is crucial.

REVIEW OF RELATED LITERATURE

Rana and Sharma (2019) studied 250 high school students were drawn from the sample, who have been chosen at random from eight schools in Tehsil Mendhar, District Poonch. The results showed that female students were more motivated to accomplish than male students, with all these differences being rather significant. On the Children's Perception of Parenting scale's five subscales—Democratic, Autocratic, Accepting, Rejecting, and Overdemanding—female students had a more positive perception of their parents than did male students. Achievement motivation has no significant relationships with three of the subscales of the Children's Perception of Parenting Scale (Autocratic, Overprotecting, and Overdemanding), but there are significant correlations for three of these (Democratic, Accepting, and Rejecting).

School performance and motivation for achievement are closely related. At each stage of comprehensive schooling, adaptive motivation is seen as a crucial prerequisite for a successful academic performance, while improved performance is anticipated to increase students' accomplishment motivation (**Koenka, 2020; Vu et al., 2021**).

Rasa.et.al (2022) Although academic performance and motivation for achieving goals are inversely correlated, empirical research has produced a wide range of results and, occasionally, connections between these constructs that are weaker than anticipated. In order to better understand the relationship between motivation and performance, investigated at typical motivation and performance patterns as well as their correlates in two cohorts of eighth-graders (N1 = 998, N2 = 441) and discovered both predicted and unexpected patterns of achievement motivation and performance. The degrees of motivation were substantially correlated with the results on the arithmetic and reading tests in two subgroups, especially those with low motivation and low performance (34% of the sample) and those with great motivation and good performance (18% of the population). The other two profiles, however, are low motivation and high performance.

OBJECTIVES

1. To study the Achievement Motivation of rural and urban high school students.
2. To study the Achievement Motivation of high school students on the basis of gender.
3. To study the School Environment of rural and urban high school students.
4. To study the School Environment of high school students on the basis of gender.

HYPOTHESES

1. There will be no significant difference in Achievement Motivation of students studying in urban and rural area high school.
2. There will be no significant difference in Achievement Motivation of high school students on the basis of gender.
3. There will be no significant difference in School Environment of high school students studying in urban and rural school.
4. There will be no significant difference in School Environment of high school students on the basis of gender.

SAMPLE

From the schools in the Ludhiana District, a sample of 200 high school students was chosen. By using the purposive sample technique, 200 people were chosen, with 100 from the rural and 100 from the urban areas (50 boys and 50 girls). The sample was gathered using a descriptive survey technique.

TOOLS

1. Achievement motivation By Dr. Pratibha Deo and Asha Mohan (1968)
2. School Environment Inventory By Dr. Khurana Shankar Mishra (1983)

RESULTS AND DISCUSSION

Hypothesis 1: There will be no significant difference in the level of Achievement motivation among the High School students of urban and rural area.

S.No.	Group	N	Mean	S.D	SEm	t-ratio	Remarks
1	Urban	100	74.55	20.2	9.7582	0.188	Not significant at 0.05
2	Rural	100	76.39	95.5			

Table 1 revealed that the mean scores of Achievement motivation of urban and rural High school students as 74.55 and 76.39 respectively and their standard deviation as 20.2 and 95.5 respectively. The t-ratio is 0.188 with the df = 198 and the tabulated value is 1.97 which is not significant at 0.05 level of confidence. This revealed that no significant difference exists between mean scores of achievement motivation of urban and rural high school students.

Therefore, the hypothesis stating that "There is no significant difference in the level of Achievement Motivation among the students of urban and rural area, stands accepted".

Hypothesis 2: There will be no significant difference in the level of Achievement Motivation among the High School students on the basis of gender.

S.No.	Group	N	Mean	S.D	SEM	t-ratio	Remarks
1	Boys	100	76.5	95.02	9.72253	0.213	Not significant at 0.05
2	Girls	100	74.43	20.59			

Table 2 revealed that the mean scores of Achievement Motivation of boys and girls of high school students as 76.51 and 74.43 respectively and their standard deviation as 9.0521 and 20.59 respectively. The calculated t-ratio is 0.213 with the df-198 and the tabulated value is 1.97 which is not significant at 0.05 level of confidence. This revealed that no significant difference exists between mean scores of Achievement Motivation of boys and girls high school students.

Therefore, the hypothesis stating that "There is no significant difference in the level of Achievement motivation among the boys and the girls' students". Stands accepted.

Hypothesis 3: There will be no significant difference in the level of School environment among the High School students of urban area and rural area.

S.No.	Group	N	Mean	S.D	S.Em	t-value	Remarks
1	Urban	100	99.4	9.99	10.0183	0.1996	Not Significant at 0.05
2	Rural	100	97.4	12.5			

Table 3 revealed that the mean scores of school environment of urban and rural high school students as 99.4 and 97.4 respectively and their standard deviation as 9.9 and 1.25 respectively. The calculated t-ratio is 0.1996 with the df=198 and the tabulated value is 1.97 which is not significant at 0.05 level of confidence. This revealed that no significance differences exist between mean scores of school environment of urban and rural high school students.

Therefore, the hypothesis stating that "There is no significant difference in the level of school environment among the High School students of urban and rural area." Stands accepted

Hypothesis 4: There will be no significant difference in the level of School environment among the boys and the girls of high School.

S.No.	Group	N	Mean	S.D	S.Em	t-value	Remarks
1	Boys	100	97.04	14.3	1.6435	1.39	Not Significant at 0.05
2	Girls	100	99.32	8.1			

Table 4 revealed that the mean scores of school environment among the boys and girls student as 97.47 and 99.32 respectively and their standard deviation as 19.3 and 8.1 respectively. The Calculated t-ratio is 1.39 with the d.f=198 and the tabulated value is 1.97 which is not significant at 0.05 level of confidence. This revealed that no significant difference exists between mean scores of school environment among the boys and girl's student.

Therefore, the hypothesis stating that, "There is no significant difference in the level of School environment among the boys and girl students," stands accepted

CONCLUSIONS

On the basis of the statistical analysis of data, the following conclusions are drawn:

1. Study reveals that there is no significant difference in the level of Achievement motivation among the high school students of urban area and rural area.
2. Study reveals that there is no significant difference in the level of Achievement motivation among the boys and the girl students of High School.
3. Study reveals that there is no significant difference in the level of school Environment among the High School students of urban area and rural area.
4. Study reveals that there is no significant difference in the level of school Environment among the boy and the girl students of High School.

EDUCATIONAL IMPLICATIONS

1. Based on their mean scores, the study identified the accomplishment motivation of pupils in urban and rural areas. Further, compared to urban kids, rural students are more motivated to succeed. It indicates that our society's viewpoint on urban male education has entirely altered. Rewarding rural male students on time helps greatly to their incentive to learn and achieve academic goals by lowering their achievement motivation.
2. It implies that the way our society views males' schooling has drastically changed. Reinforcement at appropriate times has a significant role in inspiring girls to learn and achieve their educational goals, which helps to lower their drive for achievement.
3. Reinforcement at appropriate times plays a significant role in inspiring girls to learn and achieve academic goals in order to enhance the school environment for them.

SUGGESTIONS

There is need for further development in these areas the investigator made following suggestions for further research.

1. Research studies may be carried out by taking a large sample of secondary and senior secondary school students.
2. The study was conducted in one district of Punjab, Similar study may also be conducted through the state or comparison can be done state wise also.
3. Similar research studies need to be conducted among students of college and university level.

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