

# A Study of Scholastic Achievement of Gifted Secondary School Students of Vijayapur District in Relation to Their Achievement Motivation

Smt. Jyotilaxmi M. Irasur<sup>1\*</sup> Prof. V. V. Malagi<sup>2</sup>

<sup>1</sup> Research Scholar, Department of Education, Karnataka State Akkamahadevi Women's, University Vijayapura

<sup>2</sup> Department of Studies in Education, Karnataka State Akkamahadevi Women's, University Vijayapura

**Abstract – In the present investigation an attempt has been made to study the Scholastic Achievement of gifted secondary school students in relation to their Achievement Motivation. The sample consisted of 600 gifted students studying in 9th std secondary school students of Vijayapur District. The Scholastic Achievement is the marks scored by the students in their previous class have been collected and Achievement Motivation Inventory for School Students was prepared by investigator was used to collect the data from the sample subject. The statistical techniques used are Differential analysis, Mean, SD, correlation, T-test, ANOVA and Regression analysis. The result shows that the gifted students of secondary schools in Vijayapur district with low and high Achievement Motivation have different scholastic achievement scores. The gifted boy students have significant lesser Achievement Motivation scores as compared to gifted girl students of secondary schools in Vijayapur district. The gifted students of rural schools have significant lesser Achievement Motivation scores as compared to gifted students of urban secondary schools in Vijayapur district. The gifted students of English medium schools have significant higher Achievement Motivation scores as compared to gifted students of Kannada medium secondary schools in Vijayapur district. The gifted students of government, aided and unaided secondary schools in Vijayapur district have different Achievement Motivation scores.**

**Key Words: Achievement Motivation and Scholastic Achievement**

-----X-----

## INTRODUCTION

Education is often regarded as synonymous with learning, as the acquired experience of any sort achievement like intellectual, emotional or sensory motor. It is a product of experience. Achievement is the process by which knowledge, skills and attitudes are acquired by the members of the community. Education proceeds from birth to death and the school is not the only agency that imparts education. Though the school exerts greater influence in educating the child, other social agencies like home, press, radio, library, cinema, television, etc. supplement its work. Education is a storehouse of resources and it provides many more opportunities to the learners to acquire the knowledge, which facilitates to achieve academic performance of students up to a great extent.

The wants to achieve is the spring-board of the achievement motive. This desire is as basic and natural as the other biological or socio-psychological needs. However, in a competitive society the desire to excel over others or achieve a higher level than

one's peers is intensified which in turn may lead to a stronger need or motive to achieve something or everything that is essential to beat the others in the race and consequently experience a sense of pride and pleasure in the achievement. The type of motivation produced by such desire for achievement is called the achievement motivation and has been defined in various ways. Man is a social animal. He is sensitive enough to adjust to his environment. Adjustment is process by which the individual tries to have cordial and co-operative relationship with his surroundings. Adjustment can be understood as both, process and the outcome of that process in the form of some attainment of goal. When a poor child studies under the candle light because he has no lighting arrangement at home he is said to be in a process of adjustment. What he attains in terms of success in his examination or the fulfillment of his ambition or pride in his achievement is nothing but the result of his adjustment to his self and his environment. Thus, adjustment as an achievement means how the potency with which an individual can act in changed circumstances

and is, as such, related to his sufficiency and regarded as an achievement that is attained either badly or well.

Scholastic achievement is the criterion for selection, promotion or recognition in various walks of life, the attention of educators is being increasing down to it. In the present study scholastic achievement refers to the marks obtained by the students in different subjects and also their performance in other activities are considered. It is defined as the desire to excel regardless of social reward and the desire of winning or doing better than someone else.

Scholastic Achievement is defined as success in completion with standard of excellence." This is also defined as the desire to exceed regardless of social rewards.

### OBJECTIVES OF THE STUDY:

- 1) To identify the gifted students studying in secondary schools of Vijayapur District.
- 2) To find out the relationship between scholastic achievement and achievement motivation among the secondary school gifted students of Vijayapur District.
- 3) To study the difference in achievement motivation among the secondary school students of Vijayapur District with respect to gender (girls and boys).
- 4) To study the difference in achievement motivation among the secondary school students of Vijayapur District with respect to locality (urban and rural).
- 5) To study the difference in achievement motivation among the secondary school students of Vijayapur city with respect to type of management (government, aided and unaided).
- 6) To study the difference in achievement motivation among the secondary school students of Vijayapur District with respect to medium of instruction (Kannada and English).

### HYPOTHESES:

**Ho1:** There is no significant relationship between scholastic achievement and achievement motivation of gifted secondary school students of Vijayapur district.

**Ho2:** There is no significant difference in the level of achievement motivation among the secondary school students of Vijayapur district with respect to gender (girls and boys).

**Ho3:** There is no significant difference in the level of achievement motivation among the secondary school students of Vijayapur district with respect to locality (urban and rural).

**Ho4:** There is no significant difference in the level of achievement motivation among the gifted secondary school students of Vijayapur district with respect to type of management (government, aided and unaided).

**Ho5:** There is no significant difference in the level of achievement motivation among the secondary school students of Vijayapur district with respect to medium of instruction (English and Kannada).

**Variables:** Independent variables is Achievement Motivation

Dependent variable is Scholastic Achievement.

### LIMITATIONS

The present study was confined to 9<sup>th</sup> std gifted secondary school students of Vijayapur District.

### METHODOLOGY

The study was designed to find out Scholastic Achievements and Achievement Motivation of gifted secondary school students of Vijayapur District. The study conducted on sample of 600 students of 9<sup>th</sup> std gifted secondary school students of Vijayapur District. Stratified random sampling technique was employed.

### TOOLS

The scholastic achievement is the marks scored by the students in their previous class have been collected and Achievement Motivation tool was prepared by the investigator.

### STATISTICAL TECHNIQUES USED:

Mean, SD, correlation; T-test and ANOVA were used for calculating and for analyzing the data.

### ANALYSIS OF DATA:

**Table-1** No significant correlation between scholastic achievements with Achievement Motivation of gifted students of secondary schools in Vijayapur district.

Variables	Correlation between scholastic achievement with		
	r-value	t-value	p-value
Achievement motivation	0.7794	30.4201	0.0001,S

**Table-2** No significant difference between boy and girl gifted students of secondary schools in Vijayapur district with respect to Achievement Motivation scores.

Sex	Average	Std. Dev	df	t -value	Critical value	P-value, Signi.
Boys	155.07	18.73	598	4.0167	1.9600	<0.05, S
Girls	161.57	20.77				

**Table-3:** No significant difference between gifted students of rural and urban secondary schools in Vijayapur district with respect to Achievement Motivation scores.

Location	Average	Std. Dev	df	t -value	Critical value	P-value, Signi.
Rural	156.30	19.57	598	2.2237	1.9600	<0.05, S
Urban	159.98	20.30				

**Table – 4** No significant difference between Kannada and English medium gifted students of secondary schools in Vijayapur district with respect to Achievement Motivation scores.

Location	Average	Std. Dev	df	t -value	Critical value	P-value, Signi.
Kannada medium	155.04	18.78	598	5.0170	1.9600	<0.05, S
English medium	163.22	20.86				

**Table – 5** No significant difference between gifted students of government, aided and unaided secondary schools in Vijayapur district with respect to Achievement Motivation scores.

Managements	Government	Aided	Unaided
Average	152.67	160.00	162.68
SD	15.92	21.34	21.19
Government	-		
Aided	P=0.0001, S	-	
Unaided	P=0.0001, S	P=0.3599, NS	-

**From the table 1,** it can be seen that a significant and positive relationship was observed between Achievement Motivation and scholastic achievement scores of gifted students of secondary schools in Vijayapur district.

**From the table 2,** it can be inferred that a significant difference was observed between boy and girl gifted students of secondary schools in Vijayapur district with respect to Achievement Motivation scores.

**From the table 3,** it can be seen that a non-significant difference was observed between gifted students of rural and urban secondary schools in Vijayapur district with respect to Achievement Motivation scores.

**From the table 4,** it can be seen, that a significant difference was observed between gifted students of Kannada medium and English medium secondary

schools in Vijayapur district with respect to Achievement Motivation scores.

**From the table 5,** it can be seen, the gifted students of aided and unaided secondary school have significant higher Achievement Motivation scores as compared to students of government.

## MAJOR FINDINGS

1. The higher or lower in achievement motivation supports in increase or decrease the scholastic achievement scores of gifted students of secondary schools in Vijayapur district.
2. The gifted boy students have significant lesser achievement motivation scores as compared to gifted girl students of secondary schools in Vijayapur district.
3. The gifted students of rural schools have significant lesser achievement motivation scores as compared to gifted students of urban secondary schools in Vijayapur district.
4. The gifted students of English medium schools have significant higher achievement motivation scores as compared to gifted students of Kannada medium secondary schools in Vijayapur district.
5. The gifted students of aided and unaided secondary schools have significant higher achievement motivation scores as compared to gifted students of government secondary schools in Vijayapur district.

## CONCLUSION

The secondary school gifted students with high achievement motivation have higher scholastic achievement scores as compared to students with low achievement motivation. The girl gifted secondary school students have significant higher achievement motivation as compared to boy students. The gifted students of urban secondary school have significant higher achievement motivation scores as compared to students of rural.

## REFERENCES

1. Advanced general Psychology: course-I, lesson I-20, M.Sc. applied psychology, Annamalai University press.
2. Afshan (1991). M.Phil, Edu, Univ. of Kashmir. A study made on gifted rural and

urban girls their vocational interests and creativity. Surveys of educational research, M.B.Buch, Vol-II-(1988-92).

3. Aggarwal, Kantaprasad (1988). Ph.D, Edn, Jamia Millia Islamia, Investigated the types of schools and corresponding factors as predictors of creativity at secondary level surveys of educational research, M.B.Buch, Vol-II (1988-92).
4. Aggarwal J.C.: "Educational Research an Institution" New Delhi- Arya Book Depot.
5. Basabtia J.M. and Mukhopadyaya D. (2001). "Effects of Environmental Factors on Achievement a study on Rural Students" The Educational Review, Vol-144. No.II, Nov.2001, pp. 201-204.
6. Bhaskar Rao, D. Somasuraya Prakash Rao, A. Bhuvaneswara Lakshi, G. (2004). The Educational Review, Jan.2004, 387, 9th cross, Mahalaxmin Layout, Bangalore-560086.
7. Best. John W. (1977). "Research in Education" Fourth Edition, New Delhi, Prentice Hall of India.
8. Chadha N.K. and Chandra, Sunanda (1990). A study made on creativity, Intelligence and scholastic achievement. Indian educational Review Vol. 25(3): 81-85. Surveys of educational research, M.B.Buch, Vol-II-(1988-92).
9. Dandpani S.: "Advanced Educational Psychology" Anmol publications Pvt. Ltd. New Delhi 11002.
10. S.K. Mangal (2007). Advanced Educational psychology second Edition published by Asoka, G. Ghosh, prentice Hall of India Pvt New Delhi 110001.

---

### **Corresponding Author**

**Smt. Jyotilaxmi M. Irasur\***

Research Scholar, Department of Education,  
Karnataka State Akkamahadevi Women's, University  
Vijayapura