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**AN ANALYSIS UPON VARIOUS OUTCOMES ON  
ACHIEVEMENT CONCEPT OF HIGH/LOW  
ACHIEVERS: A CASE STUDY OF SECONDARY  
SCHOOLS IN INDIA**

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# An Analysis upon Various Outcomes on Achievement Concept of High/Low Achievers: A Case Study of Secondary Schools in India

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**Abstract – The present study was carried out to investigate. A Study of Achievement Motivation of High School Students with relation to high and low achiever students. The study was conducted in selected sample by random method on 30 boy and 30 girls students' data. For investigation, students securing up to 50 percent marks were considered as lower achiever and those secured more than 85 percent marks were considered as lower achiever and those secured more than 85 percent marks were considered as high achievers. This task carried on high school students. Their ranking is done on the basis of marks secured in 9th class the year in examination. The Achievement Motivation inventory for analysis was carried out by ' Achievement Motivation inventory'.**

**The high school students tend to bear the ability to think or imagine in a different way. In the present study the sum of fluency, flexibility and the originality in an individual is creativity. The objectives of the study comprised to know the levels of creativity, intelligence, achievement motivation, anxiety and self-concept of the high school students and to know the effect of their intelligence, achievement motivation, anxiety, gender, self-concept, and area on creativity.**

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## INTRODUCTION

Achievement motivation is one of the important motives among the social motives. Though is old and widely researched concept; it is continued to the present day and will remain as an important research topic among the Psychologist and educationalist. There are two reasons of the popularity of this concept among research.

- 1) It is a fundamental need of people who strive for success.
- 2) It is assumed that need is the basic requirement of all kind of invention's (Adiba, Farha, 2004). They have been striving for personal achievement rather than the rewards of success peers, a social form of motivation involving a competition to meet standards of excellence (Dolman, 2009). "Achievement motivation is a tendency to strive for success in situations involving an evaluation of one performance in relation to some standard of excellence". Agrawal (1988) states that males were found to be highly motivated in economic gains, while females were highly motivated for increasing their ability. Mistry (2006), showed that higher secondary student have more

achievement motivation than secondary students.

Academic achievement is one of the most intricate and controversial issues in education. Academic achievement holds a prime importance in the field of education and is considered as the prerequisite for the progress of individuals. Academic achievement is the degree of academic learning by the person (Neghad & Shahraray. 2001). Academic achievement of student is the chief indicators in evaluating the education (Paizi et al. 2005). Gholami et al. 2005). Although intelligence and talent are the most important and determining factors of student learning but other factors besides these essential and effectual factors exist. Students having same capability sometimes could not achieve the same. Motivation is one of the most important elements for learning and achievement. Achievement motivation is the internal process, by which a person inspires, activates, push and maintained the behavior over time for academic achievement (Murphy & Alexander. 2000: Schunk.2000: Stipek. 2000: Pintrich. 2003). Too many researches were held on achievement motivation but till now there is no data found on this research topic at Bhagalpur district in Bihar (India). Here researcher tried to compare the effect of achievement motivation on high and low achiever students. Researcher formulated two hypotheses,

first was "there is no significant effect of motivation on academic achievement of high and low an achiever student" and second was "there is no significant difference in motivation on the basis of gender".

Secondary education is the link between the primary education 011 the one end and the university education 011 the other. Secondary education seeks to provide future leadership to the society in the various walks of life. Secondary education helps the children to become a full member of a complex modern society of today. An educational process works for the complete development of individuals in terms of their cognitive, affective and psycho-motor domains; and they have a prime duty to fully promote academic excellence and achievement. For these purpose, a thorough knowledge of the correlates of academic achievement is a prerequisite.

The behaviours and capabilities of a pupil are cultivated and nourished through the formal education. But the behaviour of the society reflected through the curriculum and reshaped the behaviour of the pupils. The development of the society depends upon the nodal and socially useful activities of its members. The schools, the method of teaching- learning processes and the educational environment play vital role in improving and reshaping the inborn and inherited potentialities of the pupils. The need for achievement is a great driving force which can be directed for the benefit of both intellectual learning and personality development of the pupils.

Achievement Motivation is based on reaching success and achieving all of our aspirations in life. Achievement goals can affect the way a person performs a task and represent a desire to show competence. Our present education system is rigid and extremely examination-centered. Fostering of divergent thinking is set aside for the objective is to get through the examinations. Progress in varied dimensions like economic growth, technological well-being of a nation rests basically upon the creative talents and achievement related motivation of the individuals. Mehta (1967) found that a country's economic and industrial growth is to a great extent determined by the people's motivation.

Achievement motivation is a habitual desire to achieve goals through one's individual efforts, with an emphasis 011 establishing realistic goals, discovering solutions to problems encountered in striving to reach the goals, and then being open to and even seeking out feedback of one's performance. Motivation is the basic drive for all of our actions and it refers to the dynamics of our behaviour, which involves our needs, desires and ambitions in life. It is based 011 reaching success and achieving all of our aspirations in life. It can be concluded that, motivation of student is significantly and positively correlated with academic achievement.

## LITERATURE REVIEW

Achievement are in abundance. Extensive data are available regarding general intelligence and differential ability as related to academic achievement of students.

Smith and Smith & Dobbs (1991) reviews provided evidence that high correlation exist between intelligence and scholastic achievement. Accordingly, several researchers examined the relationships between academic achievement and intelligence, Allik & Realo (1997), Kossowska (1999), I. Al-Saleh, Nester, Vol, Shinwari, Munchari & Al-Shahri (2001), Gagné & StPère (2002), Koke & Vernon (2003) found a direct relationship between intelligence and academic achievement. Naglieri and Bornstein (2003) demonstrated that intelligence consistently had the highest correlations with achievement.

Rohde and Thompson (2005) found that the measures of general cognitive ability continued to add to the prediction of academic achievement. Colom and Mendoza (2006) conducted a study in Brazil and found that intelligence does predict the children differences in scholastic achievement. The results emphasised personal intelligence as a genuine predictor of individual differences in scholastic achievement.

Further, the studies of Fraine, Damme and Onghena (2007), Ehrmann and Massey (2008), have maintained that students having higher intelligence are high achievers in academic performance than the students having low intelligence. Habibollah et al (2009) showed that there is no significant relationship between academic achievement and intelligence. Steinmayr et al. (2010) reported that intelligence serves as predictors to academic achievement.

Kim, Hong, Gong-Soog & Rowe (2000) in their studies pointed out that students raised by parents with higher income were likely to have access to quality educational resources. Sander (2001) compared Chicago schools with those in the rest of Illinois and found that the low-income students had lower achievement. Seong (2002) found a positive relationship between academic achievement of the pupil's and parental education, income and occupation. Jeynes (2002) and Eamon (2005)133 reported that the socio- economic status affects students' outcome.

## OBJECTIVES

The objective of the study are include:

- To elaborate the research about achievement concept and Motivation for Secondary school students.
- To compare the Achievement Motivation between the different student categories- (a) Male and Female (b) Urban and Rural

- To compare the Achievement Motivation between students grouped on the status as High, Average and Low in their levels of Academic Achievement.
- To find out the high and low achievers of the achievement motivation level.
- To find out the difference of male and female achievement motivation.

## METHODOLOGY

This study was descriptive in nature that involved the determination and description of the effect of motivation on academic achievement of high and low achievers of secondary school students of Bhagalpur district in Bihar (India).

**Sampling methods:** The study includes all high and low achiever students of both government and public secondary schools. A sample of 144 students was selected by random sampling method from each group (high and low achiever) in which 44 students were high and 100 students were low achievers. High and low achievers were also grouped by gender. High achievers had have 20 female & 24 male subjects and low achievers had have 36 female & 64 male subjects.

**Instrumental ion:** Academic Achievement Motivation Questionnaire (AAMQ) developed by Mc Fadden. C. L. (1978) was used. It has 60 items and has no time limit. There are 43 positive items and 17 negative items. The positive items has a response choice on a 5 point scale which was mentioned as always, frequently, sometimes, rarely and never which carries the scores as 4,3,2,1 & 0. whereas the negative items has a response choice, given as similar to the positive items but the scoring is done as 0, 1,2, 3, & 4.

**Data Collection method:** The questionnaire was administered to the respondents on the spot. Each individual had taken almost 1 hour 15 minutes to complete the test materials.

**Analysis:** Scoring was done according to the scoring pattern. There are two separate stencil keys provided for the scoring of positive and negative items.

## CONCLUSION

High Achievers have high need achievement, possess 'hope of success', are optimistic, identify themselves with a successful authority and prefer intrinsic rewards when successful; While as low achievers have low need achievement and are somewhat pessimistic and prefer external rewards when successful and do not identify themselves with successful authority;

- High achievers have high 'ego-ideal', are self-confident, competitive, maintain their self-respect and have a sense of striving to achieve a high position or status; while as low achievers possess low ego-ideal, hardly bother to have a high position or status, are not competitive, feel less concerned towards maintenance of self-respect.
- High achievers possess 'perseverance', prefer difficult and challenging tasks, have a sense of devotion to work, have a long term involvement with their future career and dislike idleness; while as low achievers are not perseverant. do not prefer difficult and challenging tasks, are not committed to work, have short term involvement with their future career.
- Achievement motivation has significant effect on student's Academic achievement.
- Girls having better achievement motivation than that of boys.
- Gender difference for achievement motivation is more pronounced in the low achievement group than in the high achievement group.

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