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**A STUDY ON THE RELATIONSHIP BETWEEN
ACHIEVEMENT MOTIVATION AND STUDY
SKILLS OF STANDARD XI**

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A Study on the Relationship between Achievement Motivation and Study Skills of Standard XI

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Abstract – At school level particularly at higher secondary level the academic achievement of the students are very essential. Which alone decides the futures career of students. These achievement is more related with the study skills that have been followed by the students. The study skills are influenced by different factors. Therefore, in this research, the investigator has made an attempt to find out the relationship between the achievement motivation and the study skills. In this study 200 students studying at XI standard were choose as sample by stratified random sampling technique. Survey method was employed to collect data. The findings were that there exists significant relationship between achievement motivation and study skills of XI standard students.

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INTRODUCTION

The Kothari commission said that the destiny of the nation is decided in the classroom as the students characters, behaviours, attitude and etc are shaped in the classroom by the teachers. When the students develop themselves in all aspects it will reflect the development of the nation. But at the same time we should accept that the individuals destiny is decided by their academic achievement i.e their performance in their final exams of their each course. When a student secure a good academic performance, he may get good career and by which he may a good profession and will lead a good life. Therefore achievement is more essential in studies at school or college level. This achievement is determined by some factors may be called as motivation. Due to the motivation received by the student, the achievement may be good or bad. Such a motivation may be considered as achievement motivation.

The achievement motivation of the students is related with their parents, family background, friends, environment, study habits, study skills, teachers, etc. In this research the investigator has made an attempt to study the relationship between the achievement motivation and study skill of XI standard students.

NEED AND SIGNIFICANCE OF THE STUDY

For a better academic achievement of the students, study skill is an important factor. Study skill may be defined as the sum of all the skills determined purposes and in forced practices that the individual

uses in order to learn. Usually some students have good study skills and some students may have poor study skills which may be due to several factors such as family background economic status, size of the family, education of the parents, etc. Individual differences also play a vital role in study skills of students. These skills may be different from students to students and they also differ in their achievement. It also differs due the type of school, type of management, type of locality, etc. Therefore this research is more significant in order to find out that which factor improves the academic achievement of the students.

Moreover this study should be of a great help in understanding the level of achievement motivation and study skills of higher secondary school students and find out there in any relationship between these two variables. Based on these findings, remedial measures may be drawn out for the wholesome development of the higher secondary students.

OBJECTIVES OF THE STUDY

1. To study the relationship between achievement motivation and study skills of standard XI students.
2. To study the relationship between achievement motivation and study skills of standard XI students in terms of Gender.

3. To study the relationship between achievement motivation and study skill of standard XI students in terms of religion.
4. To study the relationship between achievement motivation and study skills of standard XI students in terms of Community.
5. To study the relationship between achievement motivation and study skills of standard XI students in terms of the type of school.
6. To study the relationship between achievement motivation and study skills of standard XI students in terms of the nature of school.
7. To study the relationship between achievement motivation and study skills of standard XI students in terms of family type.
8. To study the relationship between achievement motivation and study skills of standard XI students in terms of parental education.

HYPOTHESES OF THE STUDY

1. There exists an significant relationship between achievement motivation and study skill of XI standard students.
2. There exists an significant relationship between achievement motivation and study skills of standard XI students in terms of Gender.
3. There exists an significant relationship between achievement motivation and study skill of standard XI students in terms of religion.
4. There exists an significant relationship between achievement motivation and study skills of standard XI students in terms of Community.
5. There exists an significant relationship between achievement motivation and study skills of standard XI students in terms of the type of school.
6. There exists an significant relationship between achievement motivation and study skills of standard XI students in terms of the nature of school.
7. There exists an significant relationship between achievement motivation and study skills of standard XI students in terms of family type.

8. There exists an significant relationship between achievement motivation and study skills of standard XI students in terms of parental education.

RESEARCH METHOD

The method adopted in the present study is normative survey method . It is the most popular method which attempts to describe and interpret what exists in the form of condition, practices, processes trends, effects, attitudes, beliefs and so on. According to Hildreth (1963) the survey method is used to gather factual information regarding the current condition of some phenomenon.

RESEARCH TOOL OF THE STUDY

The following research tools were used in this study

i. Study skill questionnaire

This tool was developed by the investigator himself in order to the study skills of students at standard XI.

ii. Achievement motivation inventory

A standardized tool which was prepared and validated by Robinson (1961). This tool was used in this study to study the achievement motivation of the students.

SAMPLE AND SAMPLING TECHNIQUES

200 students studying at XI standard in higher secondary schools located in Sivagangai district, Tamilnadu were chosen as sample for this study. Stratified random sampling technique was employed to collect data from student respondents.

STATISTICAL TECHNIQUE USED

- i. Mean
- ii. Pearson's product moment correlation was employed to compare the academic achievement and study skill of standard XI students.

TESTING OF HYPOTHESES

Null Hypothesis 1

There is no significant relation between achievement motivation and study skill of standard XI students

Table 1

Relationship between achievement motivation and study skill

Variable	N	Calculated r vale	Table value	Remark
Achievement motivation vs study skill	200	0.994	0.141	S

Since the calculated 'r' value is greater than the table value for 198 degrees of freedom at 5% level of significance the null hypothesis is rejected. Hence there is significant relation between achievement motivation and study skill of standard XI students.

Null Hypothesis 2

There is no significant relation between achievement motivation and study skill of standard XI students in terms of gender.

Table 2

Relationship between achievement motivation and study skill in terms of gender

Variable	N	Calculated r vale	Table value	Remark
Male	84	0.994	0.223	S
Female	116	0.994	0.183	S

Since the calculated 'r' value is greater than the table value for 82 and 114 degrees of freedom at 5% level of significance the null hypothesis is rejected.

Null Hypothesis 3

There is no significant relation between achievement motivation and study skill of standard XI students in terms of religion

Table 3

Relationship between achievement motivation and study skill in terms of religion

Variable	N	Calculated r vale	Table value	Remark
Hindu	135	0.994	0.169	S
Non Hindu	65	0.995	0.257	S

Since the calculated 'r' value is greater than the table value for 133 and 63 degrees of freedom at 5% level of significance the null hypothesis is rejected.

Null Hypothesis 4

There is no significant relation between achievement motivation and study skill of standard XI students in terms of Community

Table 4

Relationship between achievement motivation and study skill in terms of Community

Variable	N	Calculated r vale	Table value	Remark
OC	17	0.993	0.602	S
BC/MBC	140	0.994	0.166	S
SC/ST	43	0.996	0.298	S

Since the calculated 'r' value is greater than the table value for 15,138 and 43 degrees of freedom at 5% level of significance the null hypothesis is rejected.

Null Hypothesis 5

There is no significant relation between achievement motivation and study skill of standard XI students in terms of type of school

Table 5

Relationship between achievement motivation and study skill in terms of type of school

Variable	N	Calculated r vale	Table value	Remark
Government	66	0.995	0.243	S
Government Aided	84	0.996	0.215	S
Matric	44	0.988	0.298	S

Since the calculated 'r' value is greater than the table value for 64,82 and 42 degrees of freedom at 5% level of significance the null hypothesis is rejected.

Null Hypothesis 6

There is no significant relation between achievement motivation and study skill of standard XI students in terms of nature of school

Table 6

Relationship between achievement motivation and study skill in terms of nature of school

Variable	N	Calculated r vale	Table value	Remark
Unisex	36	0.993	0.361	S
Mixed	164	0.993	0.154	S

Since the calculated 'r' value is greater than the table value for 32 and 162 degrees of freedom at 5% level of significance the null hypothesis is rejected.

Null Hypothesis 7

There is no significant relation between achievement motivation and study skill of standard XI students in terms of family type

Table 7

Relationship between achievement motivation and study skill in terms of family type

Variable	N	Calculated r vale	Table value	Remark
Nuclear	165	0.994	0.154	S
Joint	35	0.997	0.367	S

Since the calculated 'r' value is greater than the table value for 163 and 33 degrees of freedom at 5% level of significance the null hypothesis is rejected.

Null Hypothesis 8

There is no significant relation between achievement motivation and study skill of standard XI students in terms of parental education

Table 8

Relationship between achievement motivation and study skill in terms of parental education

Variable	N	Calculated r vale	Table value	Remark
Literate	53	0.996	0.271	S
Upto HSC	117	0.994	0.182	S
Degree	30	0.991	0.404	S

Since the calculated 'r' value is greater than the table value for 51,115 and 28 degrees of freedom at 5% level of significance the null hypothesis is rejected.

FINDINGS

1. Significant correlation is found between the achievement motivation and study skills of standard XI students.
2. Significant correlation is found between the achievement motivation and study skills of male and female standard XI students.
3. Significant correlation is found between the achievement motivation and study skills of male and female standard XI students in terms their religion.
4. Significant correlation is found between the achievement motivation and study skills of

male and female standard XI students in terms their community.

5. Significant correlation is found between the achievement motivation and study skills of male and female standard XI students in terms their type of school.
6. Significant correlation is found between the achievement motivation and study skills of male and female standard XI students in terms their nature of school.
7. Significant correlation is found between the achievement motivation and study skills of male and female standard XI students in terms their family type.
8. Significant correlation is found between the achievement motivation and study skills of male and female standard XI students in terms their parental education.

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