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**A STUDY OF ACHIEVEMENT MOTIVATION
AMONG GOVERNMENT AND PRIVATE SCHOOL
IN HAZRIBAG DISTRICT**

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A Study of Achievement Motivation among Government and Private School in Hazribag District

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Abstract – This study examined the level of achievement motivation among government and private school children in Hazaribag and about the factors which are the causes of the difference in the level of achievement motivation of students of the factor are Gender, place of residence, Type of school, and occupation of parents. The literature on Achievement motivation has clarified that these factors play an important role in the level of achievement motivation.

This study aimed to know the level of achievement motivation among the secondary school's children of the District. The tool which was used in the study is highly reliable. Dev Mohan achievement motivation (n-ACH) by Pratibha Deo & Asha Mohan has been used; sample of students was selected from both types of schools private and government of Hazaribag. Out of which according to the 4 factors difference was calculated, mean, S.D and t-value was calculated.

The level of achievement motivation was calculated. The result showed that there was no difference in the level of achievement motivation due to gender and place of residence, but there was difference in the level of achievement motivation due to the type of school and occupation of the parents.

Thus this study is more important in increasing program to enhance achievement motivation which is a new concept and should be implemented in the field of education. This will increase zeal for success in the students and will reduce their fear of failure. Today the need and lust for being successful is increasing hence for proper guidance and for fulfilling the demands of the time the concept of achievement motivation should be applied in all stages of education.

Keywords – Achievement Motivation, Government and Private Schools, Guidance

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INTRODUCTION

Achievement Motivation is a new concept which should be implemented in the field of education. In this fast running life and cut throat competition people are required to set realistic but challenging goals. Achievement motivated people take the middle ground of challenge and moderate risk.

Achievement motivation could be calculated mathematically by measuring a person's desire to succeed and subtracting their fear of failure. "High Achievers have a great desire to succeed and are not put off by the fear of failure".

Atkinson David, McClelland (1961) at Harvard University asked his student to throw rings over pegs.

He noticed that most people threw rings rather at random, at any peg that caught their fancy, some students. However, threw their pegs carefully not too close to make the task too easy not too far away to make it impossible. These people have a high need for Achievement (N-Ach).

The implication of the theories of achievement motivation are found in the field of education industry and social life of an individual. Having goals that are motivating, clear and written and then being able to plan and manage your time in ways that enable you to gather the resources and take the actions necessary to achieve them. Achievement motivation and time management accounts for about 25% of your chances to succeed.

OBJECTIVES OF THE STUDY:-

1. To find out the level of Achievement motivation among the students of private and government school.
2. To study the gender differences in the level of Achievement motivation by comparing between boys and girls.
3. To study the difference in level of Achievement motivation in the children due to the area to which they belong either urban or rural. Place of residence.
4. To study the difference in the level of achievement motivation in the children due to the occupation of their parent either business or government service.

HYPOTHESIS OF THE STUDY

Based on the above objectives the following hypothesis were formed which were in null form and were tested on 0.05 level of significance.

H₀₁ There is no significance difference in the level of achievement motivation among the students of government and private school.

H₀₂ There is no significance difference between the level of achievement motivation due to gender.

H₀₃ There is no significance difference between the level of achievement motivation in children due to the area to which they belong.

H₀₄ There is no significance difference between the level of achievement motivation in children due to the occupation of their parent.

METHODOLOGY

In the present study, a sample of 120 school children was taken from six school both government and private. The sample constituted of children both girls and boys from government & private school, from urban and rural area both.

The sampling method used here was one of the probability sampling method it was stratified sampling where Strata's were made and sample collected.

The tool used was named (N-ACH) scale, Dev. Mohan achievement motivation scale by Pratibha Deo and Asha Mohan

The tool measured creativity, sincerity, attitude towards school and teacher, role of parents as per view of students, punctuality, dedication, attitude towards examination and other co – curricular activities.

Scoring was done by rating scale. Maximum score was 250 and minimum 50. As the present work was intended to know the level of achievement motivation in school children. The descriptive survey approach was used. The raw score obtained were tabulated, central tendency like mean, median, mode and measure of variability like standard deviation was calculated t-test was applied to find difference in the level of achievement motivation and compare between the variables of study.

Table – 1

S. NO	Group type of school	N	Mean	S.D	t-value	Df	Inference	Level of significance
1	Private school children	59	181.57	11.05				
2	Children of government school	61	158.16	9.63	3.26	118	Significant	0.05

RESULT

Table-1 shows that there is significant difference between the level of achievement motivation of children of private and government schools. The mean score difference was calculated by t- test at 0.05 level of significance.

Table – 2 shows the mean score difference to be low so as per t – test 0.05 level of significance there is no significant difference in the level of achievement motivation of based on gender.

Table – 2

S. No	Group(Gender)	N	Mean	S. D	t-value	Df	inference	Level of significance
	Boy	58	132.76	9.45	0.96	118	Not significant	0.05
	Girl	64	141.61	10.10				

Table – 3 Shows that there was no significant difference in the level of achievements motivation of children based on place of residence.

Table – 3

S. No	Group	N	Mean	s.d	t-value	Df	Inference	Level of significance
01	Rural	53	129.47	9.98	0.98	118	Not	0.05
02	Urban	67	151.53	10.02				0.05

Table – 4 Shows that there was significant difference between the level of achievements motivation of children of the occupation of their parents .

Table – 4

S. No.	Group	N	Mean	s.d	t-value	Df	inference	Leval
01	Bussince	62	140.3	10.96	2.31		Signifince	0.05
02	Fiovern	58	180.58	12.03		118	signbifance	

CONCLUSION

The purpose of the study was to find out the level of achievement motivation of among the school children of government and private school and the difference in level of on achievement motivation of children on the type of school, gender, the place of residence and the occupation of parents. Sample consisted of 120 school children.

Table – 1 The level of achievement motivation of private school children was more than that of government school children, this may be due to the fact that the students of private school are of the higher socio- economic status, their parents are more educated with it private school are well maintained , modernized , updated and strict in discipline than government school, the teachers , the staff , the children are more active and enthusiastic compared to government school of Hazaribag.

Table – 2 There was no difference in the level of achievement motivation of both the gender girls and boys. The plausibile reason is the fact that both boys and girl are being equally treated and enjoying the same facilities like the school and other essential things. The girls are as privileged as boys and are getting everything in the field of education for all-round development.

Table - 3 There was no difference between the level of achievement motivation of children due to the place of residence , this may be because today in rural areas to the people are equally aware of the progress in the education are very keen to build up a bright future to keep pace with the developing system.

Table – 4 It was seen that the occupation of the parent too play a role in the level of achievement motivation of the child. This may be due to the fact that an educated and well aware parent will be able to pass on the concerns and generate the same in his child ,whereas business minded parents start behaving in a manner where all starts and ends with profit and loss they have less to do with a government job, the children of these parents are less concern about the competition in field of education as they feel their future secure working in their ancestral business.

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