



A Study of Achievement Motivation and Intelligence of Higher Secondary Students of Anand District

Dr. Hitesh P. Patel

Principal

Bavisgam B.Ed. College

Sardar Patel University

Vallabh Vidyanagar, Gujarat (India)

Abstract: *In present scenario, the students have always confusion about selection of their career, what they want to do their field of interest etc. For every achievement there is certain requirement and it is very difficult to say that what is the responsibility or how parents can increase achievements motivation and intelligence of their child? And what teacher can do? In this study standardized nonverbal intelligence test and achievement motivation inventory were applied on higher secondary school students. For the present study descriptive survey method was used. The statistical analysis using t-test shows that there are significant difference in the intelligence and achievement motivation of rural and urban area higher secondary students. From the discussion we can say that the area plays a vital role in intelligence and achievement motivation of students. So it is responsibilities of rural area teachers and parents to find out sources, which are useful to increase achievement motivation and the intelligence of their children.*

Key Words: *Intelligence, Achievement Motivation, Higher Secondary Students.*

I. INTRODUCTION

Achievement motivation is one of the three components that make up McClelland's Human Motivation Theory. This theory was proposed by social psychologist David McClelland, who studied workplace motivation. McClelland proposed that there are three types of motivation that drive us all no matter what our background is. This includes achievement, affiliation, and power.

Achievement motivation is defined as the need to perform well or the striving for success and evidenced by persistence and effort in the face of difficulties (Spencer, 1983). Achievement motivation is regarded as a central human motivation. According to Hilgard (1996) students may have the desire to achieve and ability to accomplish the task, but feel the accomplishment has little or no value and feel doing it is not worth the effort or time. Others may fear that they are not capable of completing the required task, so they do not even begin. They feel it is better to receive a lower overall grade than to prove that they do not have the ability to correctly complete the task. Spencer (1983) stated that achievement can often bring benefits and failure can often bring shame. Atkinson (1974) adds that is only a small number of students who fall in these categories of little accomplishment.

Achievement is relatively a new concept in the world of motivation (Thompson, 2003). It is now widely used and heard in the area of education. Achievement motivation refers to the tendency to strive for success or the attainment of desired art. According to Allan (2002) "Achievement motivation is conceived as a talent disposition which is manifested in overt striving only individual perceives performance as instrumental to a sense of personal accomplishment". Individuals high in achievement motivation are at their best when they can maintain a high level of involvement in ensuring the excellence of activities under their co-ordination or control. However they do relatively less well when required to manage excessive tasks or to function in highly stressful environment.

Achievement motivation is often correlated with actual achievement behaviour (Harter, 1986). The motivation to achieve however may evidence itself only in behaviour that children in different situations have different achievement attaining values for children (Eccles, 1998). Motivating students to achieve in school is a topic of great practical concern to teachers and parents, and of great theoretical concern to researchers. Higher education institutions are beginning to provide assistance to students especially new ones, in developing so called study skills and self-regulatory skills such as time management. One of the greatest challenges and opportunities of the 21st century will be for schools at all levels to focus more on assisting students to become motivated in order that they can succeed in school. Student achievement has been widely researched over the past couple of decades. Several seminar works have contributed to our understanding of student achievement and what motivates students to learn.

The achievement of a person is very much related to the extent of motivation he or she has. Motivation as a factor of predicting achievement and found that motivation correlated more highly with achievement than did other factors. Motivation factors exert a profound influence on students intelligence, performance and achievement not only in the laboratory but also in the classroom. Recent interest in high school student's levels of achievement has led to greater examination of the predictors that facilitate such performances.



Human intelligence is the intellectual capacity of humans, which is characterized by perception, consciousness, self-awareness, and volition. Intelligence enables humans to remember descriptions of things and use those descriptions in future behaviors. It is a cognitive process. It gives humans the cognitive abilities to learn, form concepts, understand, and reason, including the capacities to recognize patterns, comprehend ideas, plan, and problem solve, and use language to communicate. Intelligence enables humans to experience and think.

In modern times, the students have always confusion to select their career. What they want to do, their field of interest, by which way they can achieve more marks, all these questions are very important in their life. For every achievement there are certain requirements and it is very difficult to say that person will achieve, but up to some extent we can predict. The studies on achievement motivation and intelligence are very important for future and to help next generation, it is essential to find out the level of achievement motivation and intelligence of the students. To increase the achievement motivation and intelligence of the students, the parents put efforts since from their childhood. So the researcher has measured the intelligence and achievement motivation of the students and studied it.

Objectives

The investigator has taken up this study keeping in mind the following objectives.

1. To study achievement motivation and the intelligence of higher secondary school students.
2. To compare the intelligence of higher secondary school students in relation to gender.
3. To compare the intelligence of higher secondary school students in relation to area.
4. To compare the achievement motivation of higher secondary school students in relation to gender.
5. To compare the achievement motivation of higher secondary school students in relation to area

Hypotheses

1. There will be no significance difference between the mean score of intelligence of higher secondary boys and girls.
2. There will be no significance difference between the mean score of intelligence of urban and rural higher secondary school students.
3. There will be no significance difference between the mean score of achievement motivation of higher secondary school boys & girls.
4. There will be no significance difference between the mean score of achievement motivation of urban and rural higher secondary school students.

II. METHODOLOGY

Research method

The investigator had used descriptive survey method in the present study.

Statistical techniques

The investigator has used the mean, standard deviation and 't' test as the statistical techniques.

Research Tools

For the present study the investigator has used K.G. Desai Nonverbal intelligence test and Chudasama achievement motivation inventory as research tools.

Sample

The following Table:1 shows the number of boys and girls taken as sample for the study.

Table 1 :
Gender and Area Wise Number of Higher Secondary School Students

Gender	Urban	Rural	Total
Boys	70	71	141
Girls	80	79	159
Total	150	150	300

III. RESULTS

The data gathered were analyzed keeping in mind different variables like gender and area

Effect of Gender on Intelligence.

There will be no significant difference between the mean score of intelligence of higher secondary boys and girls. To test the above hypothesis mean, S.D. and t value was calculated, which is shown in table 2.



Table 2
Mean, S.D. and t value of intelligence score in Relation to Gender

Gender	N	Mean	S.D	S.E.D	't' Value	Remarks
Boys	141	98.71	10.14	1.49	0.27	Not Significant
Girls	159	99.12	14.98			

The observed value of 't' is found to be 0.27 which is less than the table value of 't' 1.96 at 0.05 level of significance. It is not significant at 0.05 level. It can be said that there is no significance difference between the mean score of intelligence of higher secondary boys and girls

Effect of Area on Intelligence

There will be no significant difference between the mean score of intelligence of urban and rural higher secondary school students.

To test the above hypothesis mean, S.D and t value was calculated which is shown in Table 3.

Table 3.
Mean, S.D. and t value of Intelligence score in relation to Area

Area	N	Mean	S.D	S.E.D	't' Value	Remarks
Rural	150	96.06	10.05	145	3.67*	Significant
Urban	150	101.53	15.01			

* Significant at 0.01 level

The observed value of 't' is found to be 3.67, which is more than the table value of 't' 2.58 at 0.01 level significance. It is significant at 0.01 level. Hence the null hypothesis was rejected. It can be said that there is significant difference between the mean score of Intelligence of rural and urban area higher secondary school students.

Effect of Gender on Achievement Motivation

There will be no significance difference between the mean score of achievement motivation of higher secondary school boys and girls.

To test the above hypothesis mean ,S.D and value was calculated which is shows in Table 4.

Table 4.
Mean, S.D. and t value of Achievement Motivation score in relation to Gender

Gender	N	Mean	S.D	S.E. D	't' Value	Remarks
Boys	141	17.47	16.85	2.61	0.41	No Significant
Girls	159	18.54	12.64			

The observed value of 't' is found to be 0.41, which is less than the table value of 't' 1.96 at 0.05 level of significance. It is not significant at 0.05 level. It can be said that there is no significance difference between the mean score of achievement motivation of higher secondary boys and girls.

Effect of Area on Achievement Motivation

There will be no significance difference between the mean score of achievement motivation of urban and rural higher secondary school students.

To test above hypothesis mean ,S.D. and t value was calculated which is shown in Table 5.

Table 5.
Mean, S.D. and t value of Achievement Motivation score in relation to Area

Area	N	Mean	S.D	S.E.D	't' Value	Remarks
Rural	150	13.61	11.61	1.68	2.54*	Significant
Urban	150	17.89	8.52			

* Significant at 0.05 level



The observed value of 't' is found to be 2.54, which is more than the table value of 't' 1.96 at 0.05 level of significance. It is significant at 0.05 level. Hence the null hypothesis was rejected. It can be said that there is significant difference between the mean score of achievement motivation of rural and urban area higher secondary school students.

IV. DISCUSSION

1. There is no significant difference in the intelligence of higher secondary boys and girls.
2. There is a significant difference in the intelligence of rural and urban area higher secondary school students. The urban area students are having more intelligence compared to the rural area students.
3. There is no significant difference in achievement motivation of higher secondary boys and girls
4. There is a significant difference in the achievement motivation of rural and urban area higher secondary students. The urban area students are having more achievement motivation compared to the rural area students

V. CONCLUSION

It is a gentle and a humble attempt made to assess the Intelligence and Achievement Motivation of higher secondary school students of Anand district. From the discussion we can say that, the area plays vital role in intelligence and achievement motivation of students that may be due to the awareness of parents staying in urban area as well as the facilities available in urban area. Now it is a responsibility of rural area teachers to make aware the parents about their children's intelligence and to provide facilities or show sources which they can use to increase the intelligence and achievement motivation.

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