

RELATIONSHIP BETWEEN ACHIEVEMENT MOTIVATION AND STUDY SKILLS OF IX STANDARD STUDENTS

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Abstract

Today the world is occupied by computer and information technology. Due to the unemployment issues, the students are facing a lot of competitions and try to find ways for success particularly in improving academic achievement in their studies. For better performance, they need academic motivation as well as study skills. In this research, the investigators have made an attempt to study the level of achievement motivation and level of study skills and relationship between them. Survey method was employed to collect data and simple random sampling technique was adopted to choose the samples. The study found that there is a positive relationship between achievement motivation and study skills.

Keywords : Achievement Motivation, Study Skills

Introduction

One of the important objectives of education, throughout the world is the promotion of international understanding among the people. Through education, people are made to get-rid of superstitious beliefs and develop a scientific outlook on life. The prosperity of a nation depends upon the educational system of that country as it prepares its future citizens and plays major roles in various walks of life.

According to Crow and Crow (1962), "The rise or fall of a civilization is found inextricably with the educational philosophy of its men and women who themselves are the product of that civilization".

Dr.D.S.Kothari (1966) also emphasized education as "The destiny of India is now being shaped in her classrooms. This, we believe is no more rhetoric. In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the pupil".

There is a popular belief that children learn better than adults or old. Difference in speed of learning and retention depends not upon age but on mental age or various levels of intelligence. Another distinction in learning is found in children belonging to working class and white-collar jobs and lower, middle and upper classes. These children differ from the children of other classes in educational

achievement as well as in home life, attitudes, social customs, values and economic status.

Difference in family background and socio-economic status produce difference in achievement motivation. Difference in learning has been found among children belonging to different occupational choices because they have different facilities, social customs and traditions. The conditions that are found associated with backwardness are poor attendance at school, psychologically and financially unfavourable home conditions, etc. One cannot neglect the environmental factors here.

If the home is in a poor and overcrowded area, it very much affects their study habits. Moreover, the uneducated parents cannot help their children in studies. But the parents would force them to undertake some work to support the family as they are economically backward. In this research, the investigators have made an attempt to study the relationship between the study skills and achievement motivation.

Study Skills

Study skill is referred to 'an innate capacity of a student in learning. whereas, the habits of proper reasoning, thinking, making judgements, punctuality, regularity, nearness, cooperativeness, honesty all help them in their proper adjustments as well as in acquiring and learning all the essential knowledge and skill in short time with great facility'.

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The study skill of a boy or girl is mainly depending upon the learning environment, home environment, parental encouragement and attitude of the boy or girl. When the learning environment is poor, automatically the student loses his/her interest in their studies. Likewise, if the learner perceives high or superior or better environment for his or her studies, he may achieve more in their studies.

Achievement Motivation

Motivation is the result of influence brought about by manipulation of stimuli and to use the principle of motivation in teaching means to arrange conditions in such a manner that pupils want to act differently, that they behave in a manner that reflects a desire to learn. The greatest problem for the teacher is how to induce 30 – 40 students of varying interests and abilities to put effort into school tasks and learn.

But motivation is not a simple problem but a cluster of varied and complex problems. It involves a number of things like deep understanding of developmental processes and learning of temperament, intelligence, personality patterns, interpersonal action and socialization.

Need for the Study

Study skill is an important factor in the achievement of the students. Study skills may be defined as “the sum of all the skills determined purposes and enforced practices that the individual uses in order to learn”. 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 the study skills of students. These skills may be different from student to student and they also differ in their achievement. It also differs from school to school, management to management, locality to locality, etc.

The motivation is basic to educational procedures and teaching methods and is a natural corollary. Motivation is the hypothesized process that energizes responses and determines their direction. When a teacher asks what motivated a child’s behaviour, he has one or more of the three things in mind: first is some stimulation in the environment determining or causing the behaviour;

some person, teacher or classmate may have pressed him to learn, he may have been attracted by a demonstration of that learning behaviour. The second is some inner urge, instinct, desire, want drive, plan, motive feeling or wish which led to that behaviour. The third is some goal or objective, which attracted or repelled him to that behaviour.

In our present setup, school serves as a major instrument in imparting the knowledge of the students. It has become mandatory and obligation for the parents and the government to provide education to all children in our nation. In this scenario, no child is entitled to loose the privilege of studying in a school. All school entrants, from beginning to end, require some skills and practice them to successfully pursue knowledge. These possessed study skills play a vital role in deciding their level of achievement. These achieved test scores determine their future career. The ambitions and aspirations of our students are largely governed by their study skills adopted. Such is the importance of study skills.

Hence this study would be of great help in understanding the levels of achievement motivation and study skills of the secondary students and to find out whether there is any relationship between these two variables. Based on these findings, remedial measures may be drawn out for the wholesome development of the students.

Objectives of the Study

1. To study the level of achievement motivation of IX standard students.
2. To study the level of Study Skills of IX standard students.
3. To study the relation between achievement motivation and study skill of IX standard students.

Hypotheses of the Study

1. The level of achievement motivation of IX standard students is high.
2. The level of Study Skills of IX standard students is high.
3. There is no significant relationship between the achievement motivation and study skill of IX standard students.

Research Method

Survey method was selected for this study. Survey is a procedure in which the data are systematically collected from a population through

some form of direct solicitation such as face-to-face interview, questionnaire or schedule.

Sample and Sampling Technique

The investigators have taken 200 students studying in standard IX in schools of Devakottai Educational District by using Simple random sampling technique.

Research Tools Used

The following research tools have been used in this research.

1. Study Skills Questionnaire

Study Skills Questionnaire was developed and standardized by investigators. This questionnaire has 55 items on the aspects of study skills. It measures one's organization of time, goal setting, ability to concentrate, learning methods and obstacles of effective study.

2. Achievement Motivation Inventory

Achievement Motivation Inventory is a standardized tool, prepared and validated by Robinson (1961).

Collection of Data

The research tools were administered to 200 standard IX students after getting the prior permission from the Heads of the schools. The investigators explained the tools to the students personally. The respondents were requested to answer all the questions and submit them promptly to the investigators. The filled-in tools were collected and scored the marks in a separate sheet. Then, the data were fed into the computer program and obtained the results based on the specific formulae.

Statistical Techniques Used

The investigators have used the following statistical techniques to test the hypotheses.

1. Mean
2. Percentage Analysis
3. Pearson's Product Moment Correlation

Testing of Hypotheses

Hypothesis - 1

The level of achievement motivation of IX standard students is high.

Table –1: Level of Achievement Motivation of IX Standard Students

Variable	Low		Average		High	
	N	%	N	%	N	%
Achievement Motivation	45	21.65	110	56.70	45	21.65

Majority of the students are found to be average (56.70%) in achievement motivation. Out of 200 samples, 110 students fall in average level of Achievement motivation and 21.65 % students have both low as well as high level of achievement motivation. Therefore, the hypothesis "The level of achievement motivation of IX standard students is high" is rejected.

Hypothesis – 2

The level of Study Skills of IX standard students is high.

Table – 2 : Level of Study Skill of IX Standard Students.

Variable	Low		Average		High	
	N	%	N	%	N	%
Study Skill	38	19.07	111	55.67	51	25.26

Majority of the standard IX students are found to be average (55.67%) in their study skill i.e. 111 students out of 200, fall in average level of Study Skills. About 25% of the students have high level of study skills and only 19% of the students are having low level of study skills. Hence, the hypothesis, "The level of Study Skills of IX standard students is high" is rejected.

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Hypothesis – 3

There is no significant relationship between achievement motivation and study skill of standard IX students.

Table – 3 : Relationship between Achievement Motivation and Study Skill

Variable	N	Calculated 'r' value	Table Value	Remark
Achievement Motivation vs. Study Skill	200	0.994	0.141	S

From the above table, it is known that the calculated 'r' value is greater than the table value for 198 degree of freedom at 5% level of significance. Hence the null hypothesis is rejected. It means that there is a positive relationship between achievement motivation and study skills among IX standard students studying in Devakottai Educational District.

Findings of the Study

1. Majority of the students are found to be average (56.70%) in achievement motivation. Out of 200 samples, 110 students fall in average level of Achievement motivation and 21.65 % students have both low as well as high level of achievement motivation.

2. Maximum students studying in IX standard are found to be average (55.67%) in their study skill i.e. 111 students out of 200 fall in average level of Study Skills. About 25% of the students have high level of study skills and only 19% of the students are having low level of study skills.

3. There is a positive relationship between achievement motivation and study skills among IX standard students studying in Devakottai Educational District. It is because that both the achievement motivation and study skills are interdependent. When the level of achievement motivation increases, it influences the level of study skills of students.

Conclusion

In learning, there is a need of achievement motivation among students. so that one can perform better in their studies. But, when the level of achievement motivation increases, automatically it influences the level of study skills of students. In this study, the researchers have made an attempt to study the level of achievement motivation, level of study skills and relationship between them of IX standard students and found that there is an average level of the variables and have a positive relationship between the achievement motivation and study skills.

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If a country is to be corruption free and become a nation of beautiful minds, I strongly feel there are three key societal members who can make a difference. They are the father, the mother and the teacher.

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