

A comparative study of achievement motivation and general intelligence of secondary school students

Amrita Sahney

Research Scholar, Department of Education, Kurukshetra University, Kurukshetra, Haryana, India

Abstract

The study highlighted the comparison of achievement motivation, general intelligence of secondary school student. The data was collected through survey method. The sample of the study was 200 students of different schools of Haryana district. The collected data was analyzed by using t-test. The results revealed that there is significant difference between the achievement motivation and general intelligence of male and females of secondary school students.

Keywords: Achievement Motivation, General Intelligence

Introduction

It is a matter of continuous observation that education is being used as an important instrument to bring about social transformation in a large scale in society. This represents a kind of dilemma in respect of the social role of education in transitional societies. Ignoring this dilemma, many social scientists today are inclined to believe that education is a powerful instrument of such social transformation. The prevailing opinion in circles of social science is that education is very much instrumental in bringing social change.

Achievement Motivation: Achievement motivation has also been referred to as the need for achievement and abbreviated as n-achievement. It refers to the behavior of an individual who strives to accomplish something, to do his best, to excel others in performance. It is thus a learned motive to complete and to strive for success. There is universal tendency in man to strive, to excel and succeed and to win and go ahead of others. This is more likely to be affected by the social customs and education rather than the inborn. This tendency can be called the self-assertion or the motive to achieve.

General Intelligence: General intelligence is composite mental ability. It consists of numerous mental functions, Binet (1905) identified the essential features of intelligent behavior as the tendency to take and maintain definite direction, the capacity to make adaptation of the purpose of attaining a desired goal, and power of auto-criticism, direction, purpose and judgment formed the area of intelligent behavior.

Review of Related Literature

Krishna (1990) [5] conducted a study on effect of socio-cultural deprivation on some cognitive and non-cognitive abilities of tribal and non-tribal adolescents. He found that tribal student possessed higher intelligence level, better reasoning and student possessed higher ability and higher achievement motivation than non-Christian tribal students.

Mohanty, S.C. (1999) conducted a study on intelligence perceptual motor and achievement motivation training of ST and Non-ST children. The main findings are:- (1) Tribal children were not found to be having lower intelligence scores (ii) Older children benefited more from the training

(iii) In the achievement motivation test, the non-tribal children showed greater improvement.

Suneetha Mangal and A. Aminabhain (2007) [7] assessed the impact of material employed on the self-concept, emotional maturity and achievement motivation of adolescents. The sample consisted 75 adolescents of Karnataka. The results revealed that the adolescent children of home makers have significantly higher self-concept. It was noticed that children of employed mothers have higher emotional maturity and female children of employed mothers are highly achievement motivation.

M. Jain & D. Yadav (2009) [4] studied the level of achievement motivation of college going students with reference to caste, socio-economic status and reservation policy. This study reveals that unprivileged caste students have higher level of achievement motivation than the privileged caste students. No significant effect of socio-economic status has been found on the achievement motivation of students belonging to upper and middle class. The unprivileged caste students who availed the benefits of reservation do not differ significantly with student who did not avail this achievement motivation.

Statement of the Problem: A Comparative Study of Achievement Motivation And General intelligence of Sc and Non-Sc Secondary School Students.

Objectives

1. To compare the achievement motivation of Sc and Non-Sc Secondary School students.
2. To compare the achievement motivation of male Sc and female Non-Sc Secondary School Students.
3. To compare the general intelligence of Sc and Non-Sc Secondary School Students.
4. To compare the general intelligence of male Sc and female Non-Sc Secondary School Students.

Hypotheses

1. There exists no significant difference between the Sc and Non – Sc Secondary School students on achievement motivation.
2. There exists no significant difference between the male Sc and female Non-Sc Secondary School students on achievement motivation.

- There exists no significant difference between the Sc and Non-Sc Secondary School students on general intelligence.
- There exists no significant difference between male Sc and female Non-Sc Secondary School students on general intelligence.

Method: Descriptive Survey Method was used in this study to collect the data.

Sample of the study: Simple Random sampling technique by lottery method was used in the study. The sample was consisted of 200 (100 Sc and 100 Non-Sc) students from the IX class. The students were selected from Ambala District. In selecting sample, consideration were given to gender (Male/female).

Tool Used

- Achievement Motivation test by Dr. V.P. Bhargava
- Verbal Intelligence test by R.K ojha and K. Raj chaodhury.

Statistical Techniques Used: To compare the results of the study t-test was used.

Analysis and Interpretation of Data

Hypothesis-1 There exists no significant difference between the Sc and Non-Sc Secondary School Students on Achievement Motivation.

Table 1: Comparison between the Sc and non-Sc Secondary School Students on achievement motivation.

Caste	N	Mean	S.D	SE _D	t-ratio
Non-Sc	100	22.12	5.63	.71	4.48
Sc	100	18.94	4.25		

Table- 1 shows that t-value 4.48 is greater than the table value at .01 level. It means there is significant difference between Sc and non-Sc secondary school students on achievement motivation. The mean score of non-Sc students is higher than the Sc students.

Hypothesis-2: There exists no significant difference between the male Sc and female Non-Sc Secondary School Students on Achievement Motivation.

Table 2: Comparison between the male sc and female Non-Sc Secondary School Students on achievement motivation.

Caste	N	Mean	SD	SE _D	t-ratio
Male Sc	50	18.72	3.89	1.01	4.18
Female Non-Sc	50	22.94	605		

Table -2 shows that t-value 4.18 is greater than the table value at .01 level. It means there is a significant difference between male Sc and female Non-Sc Secondary School Students in their achievement motivation.

Hypothesis-3: There exists no significant difference between the Sc and Non-Sc Secondary School Students on general intelligence.

Table 3: Comparison between the Sc and Non-Sc secondary school students on general intelligence

Caste	N	Mean	SD	SE _D	t-ratio
Non-Sc	100	43.40	9.57	1.46	2.55
SC	100	39.67	11.07		

Table- 3 shows that t-value for the Sc and Non-Sc students on general intelligence test is 2.55 which is greater than the table value of .05 level but smaller than the value at .01 level. It shows that there is significant difference between Sc and Non-Sc secondary school students.

Hypothesis-4: There exists no significant difference between Male Sc and Female Non-Sc Secondary School Students on general intelligence.

Table 4: Comparison between the male Sc and female Non-Sc Secondary School Students on general intelligence

Caste	N	Mean	SD	SE _D	t-ratio
Male Sc	50	39.96	9.70	1.96	.57
Female Non-Sc	50	41.08	9.71		

Table-4 shows that t-value, .57 is greater than the table value at .05 level. It means there is no significant difference between male Sc and female Non-Sc secondary school students on general intelligence test.

Educational Implications

The present study is of greater importance in the present day context as there is growing realization of focusing attention on the education of the disadvantaged especially the Sc, for their general upliftment.

Reference

- Aggarwal YP. Statistical Method: Concept, Applications and Computation New Delhi: Sterling Publishers Pvt. Ltd., 2009.
- Best JW. Research in Education. New Delhi: Prentice Hall of India Pvt. Ltd., 2008.
- Bhargava VP. Manual of Achievement Motivation Scale, Agra: National Psychological Corporation, 1983.
- Jain M, Yadav D. Level of Achievement Motivation with reference to caste,socio- economics Status and reservation Policy, Indian Psychological Review. 2009; 72(4):217-220.
- Krishna *et al.* A Comparative Study of the Achievement Motivation of ST and SC students of Himachal Pradesh University in relation to their intelligence and S.E.S. In Buch M.B. fourth survey of Research in Education. 1990; (1):354-355.
- Koul, Lokesh. Methodology of Educational Research. New Delhi: Vikas Publishing Pvt. Ltd., 2008.
- Mangal Suneetha, Aminabhri A. Self- Concept, Emotional Maturity and Achievement Motivation of the adolescents children of employed mothers and home makers. Journal of Indian Academy of Applied Psychology. 2007; 33(1):103-110.
- Ojha RK, Chaodhury K Raj. Manual of Verbal Intelligence Test, Agra: National Psychological Corporation, 1993.