
ACHIEVEMENT MOTIVATION AMONG SECONDARY SCHOOL STUDENTS

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Article Received: 21 March 2026

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Article Revised: 11 April 2026

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Published on: 01 May 2026

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DOI: <https://doi-doi.org/101555/ijrpa.7894>

ABSTRACT

The current investigation into the accomplishment motivation of high school pupils with The Achievement Motivation Inventory (AMI) by Jansari makes reference to gender and place of residence. It made use of (2012). 120 students in all made up the sample, with 60 coming from the boys. 60 were from girls (30 urban and 30 rural) and 60 from the 30 urban and 30 rural urban areas. The information was gathered from the Moradabad District. The data was assessed and analyzed in accordance with the handbook. The 'F' test was being computed. According to the findings, 1. The boys higher secondary school The student group is more motivated to achieve than the girls in higher secondary school. 2. The student group's average achievement score shows no discernible distinction. 3. motivation among the higher secondary school students of urban and rural areas. The interactive effect of the average accomplishment scores is not substantially different regarding gender and location of residence, motivation.

KEYWORDS: Achievement Motivation, Secondary School, Boys and Girls Students, Urban and Rural Area.

INTRODUCTION

The pursuit of creating the secondary school level is greatly influenced by the secondary school education phase. The country's future workforce for quick progress Quist, 2003. Consequently, consecutive The standards of education in Ghana have been the target of many initiatives by the government through infrastructural improvements in the education sector and other policy measures set al. Ankomah (2005). Even with all these attempts, the quality at

the top is still poor. MOE at the school level (2008). This has led to a number of investigations into better methods for improving academic standards and discovering that students are not adequately motivated by higher education is one of the factors that discourages academic success and learning. Brown et al. (1998) have also recognized that motivating students is important, as seen in Sikhwari (2014). Finding the right fit among students in higher education continues to be a problem since certain students are still passionate about the process of learning is unpredictable. Students' confidence in their abilities was studied by Zimmerman et al. (1992). Their academic performance and effectiveness in self-regulated learning. Students negotiate the intricate worlds of school and society, where there is a high degree of success is highly valued. In order for a student to achieve his or her greatest potential, he or she must. In order for success to be attained, one's motivation must remain strong. Encouraging a positive drive for success should be a main objective of education, not just a means to an end. By emphasizing progress, skill, and growth.

educators can foster a positive motivational orientation that includes personal goals and competence by being themselves. may foster a lifelong passion for education. Therefore, the researcher chose to bring this study to determine the level of drive for accomplishment. Concern for superior performance is what is meant by "Achievement Motivation." replicated in rivalry with the criteria established by others or over outstanding achievements or McClelland (1953) stated that there was "long-time involvement." A person's orientation to striving for task success and persevering in the face of obstacles is known as "achievement motivation." the countenance of failure and the pride in achievements that comes with experience" (Zenen, 2002). "The willingness to try or succeed at difficult tasks as achievement motivation." Additionally, More and Shaffer (2008) said that they wanted to "meet some high standards of achievement."

The Meaning of Achievement Motivation:

1. The wish to finish any task, not for public recognition but for personal fulfillment, is known as David and Hunson are driven by achievement motivation.
2. Prior education arises in a context where the higher secondary incentive is used. McClelland's approach to motivation is the experience of Attitude.
3. Achievement motivation is the drive that stems from a person's accomplishment.

4. The Quality value can be challenged by the Consistency of Thought, which is Motivation for Accomplishment.
5. To strive for high standards by elevating oneself and to manage and overcome obstacles. to improve one's self-esteem by competing with others and preventing others from performing jobs effectiveness.

Class Education and Achievement Motivation

Many pupils do not have the urge to learn during their time in school. It is a student's teachers face a significant challenge in instructing this kind of pupils. According to John W. Garder, "The teacher can easily tell the difference between an enthusiastic and a lazy student." This is a "To become lover of knowledge means to have interest in knowledge," is the Chinese quote. No student can be kept in the dark about the existence of desire and curiosity inexpertise. The student sees opportunities for learning for himself. He obtains through its genuine and optimal means.

Students who are not interested in learning will still study, but they will not be able to educate themselves. To capture students' attention and make them want to learn, the teacher has to be really brilliant. make learning interesting to students. The term "Need of Achievement" has been used by Prof. McClelland, and he is identified as, in a nutshell, "n.ach." is required to be increased in order to enhance Achievement Motivation.

The following is a proposal for how to incorporate Achievement Motivation into everyday teaching.

1. Prior to beginning any educational activity, the goals of education should be crystal clear. Only students will attempt to accomplish it.
2. Prior to establishing goals, a student must first know oneself in order to be able to become familiar with oneself. including his/her limitations and strengths. This fact is helpful in one's personal, academic, and professional life. business environment.
3. According to McClelland, steps should be taken to close the gap between reality and reality. the student's expectations and accomplishments.
4. When establishing the level of expectation, pupils should ensure that things that will make them lazy because they are simple to accomplish. Low expectations will result in inexpensive. popularity, which should not be permitted.

5. Greater the freedom in the school environment, the more motivation for achievement Motivation. Teachers must treat all students the same and must also Contribute responsibly to students and engage in its performance.
6. To appreciate pupils in a way that enables them to compete with themselves.
7. To adequately prepare students so they may recognize their strengths.himself/herself.Element of Accomplishment Motivation should be included in the school curriculum so that by Achievement motivation can be instilled in them unconsciously during their education.function.

The study by **Venkataraman S. & Manivannan S. (2018)** reveals several significant findings.regarding the achievement drive of students in higher secondary school. Based on theTo instill positive expectations, attitudes, and self-belief, action is to be taken as a result of the efforts.among all students to live a peaceful life and become socially accepted individuals.The significance of achievement motivation should be recognized by teachers and parents for theChildren should exercise caution regarding their degree of achievement motivation.

OBJECTIVE

The objectives are:

1. To Study the achievement motivation of boys and girls secondary school students.
2. To Study the achievement motivation of secondary school students of urbanarea and rural area.
3. To Study of the interactive effect of achievement motivation with regards to genderand residence area.

Hypothesis

1. There will be no significant difference in the mean score of achievement motivationamong the boys and girls secondary school students.
2. There will be no significant difference in the mean score of achievement motivationamong the secondary school students of urban area and rural area.
3. There will be no significant difference in the interactive effect of the mean scores ofachievement motivation with regards to gender and residence area.

Sample

The sample constituted total 120 students' out of which 60 were from boys (30 urban area and 30 rural area) and 60 from girl (30 urban area and 30 rural area) from Moradabad District.

RESEARCH DESIGN

A total sample of 120 students' equally distributed between secondary schools students from Moradabad District selected for the research study.

Showing the table of sample distribution

Residence Area	Gender		Total
	Boys	Girls	
Urban Area	30	30	60
Rural Area	30	30	60
Total	60	60	120

Variable

Independent variable:

1. **Gender:** Students of both genders.
2. **Residential districts:** include metropolitan and rural areas.

Dependent variable:

The Score of Achievement Motivation

Tools

Jansari's (2012) Achievement Motivation Inventory (AMI). The administered alone or in a group of thirty to forty individuals. For every item, there are 25 things and six alternatives. replies are provided. Two of which are related to accomplishment, two are related to 2 and task imagination are connected to unrelated imagination. The test-retest reliability The split half reliability is 0.7245, and the validity of the correlation between AMI and TAT is 0.6301. with AMS is found to be 0.5683, while with 0.5411.

Procedure

Data collecting in several upper secondary institutions was authorized. Following the establishment of a relationship, personal data, and the Moradabad District The data was collected, scored, and the Achievement Motivation Inventory (AMI) was administered. in accordance with the manual and as examined. The statistical approach 'F' test was computed and findings were obtained. were understood.

CONCLUSION AND DISCUSSION

Table: 1 The Table displaying the sum of the variance mean 'F' value and the level of significance of the kind of school and the gender.

Sum of variance	Df	Mean	F -value	Sign.level
SSa	1	686.41	7.01	0.01
SSb	1	156.41	1.60	N.S
SSa*b	1	114.08	1.17	N.S
SS error	116	97.83	-	-
SS total	119	12308.59	-	-

*0.05=3.92, **0.01=6.84, N.S.= Not Significant

A = Gender B = Residence area
 A1 = Boys Student B1 = Urban Area
 A2 = Girls Students B2 = Rural Area

Mean score of achievement motivation of gender score

	A		GENDER	
	Boys students A1	Girls students A2	F-VALUE	SIGN.
M	29.25	24.47	7.01	0.01
N	60	60		

Achievement motivation among secondary school students

The mean achievement motivation score for boys and girls is shown in table number two above. students in secondary school. The average grade for male students in secondary school is 29.25 and for female students is 24.47. The 'F' value is 7.01 for the girls secondary school pupils group and 29.25 for the group as a whole. The level of significance is 0.01, and the number is 7.01. This indicates that the two groups being researched are very different regarding gender and achievement motivation. It should be kept in mind that, higher scores reflect higher achievement motivation, as per the scoring scheme. As a result, the conclusion demonstrates that the boys in the upper secondary school group are doing well, higher achievement drive than the group of female students in upper secondary school. As a result, the "There will be no significant difference in the mean score of..." is hypothesis no. 1. boys and girls at secondary school have greater achievement motivation, which is reflected in their higher grades. rejected.

Table showing the achievement motivation mean of residence area.

	RURAL AREA	URBAN AREA	F-VALUE	SIGN.
	B1	B2		
M	28.00	25.72	1.60	N.S.
N	60	60		

The mean score of achievement motivation among is shown in the aforementioned table no.3.students in secondary schools in rural and urban environments. the average secondary school scoreThe number of secondary school students in the rural area group is 28.00, while the number ofprimary school students in the urban area group is 28.00.The size of the area group is 25.72. The value of 'F' is 1.60, which was determined to be at a no-significant level.0.05. Consequently, the second hypothesis, "There will be no significant difference in the," is proven.the average achievement motivation score for urban secondary school pupilsThe terms "area" and "rural area" are accepted.

The Table showing the interactive effect of the Mean Score of achievement motivation of gender and residence area.

	A		F-VALUE	SIGN.
	A1	A2		
M				
B. B1	31.37	24.63	1.17	N.S
B2	27.13	24.30		
N	60	60		

The interactive impact of achievement motivation among the is shown in the aforementioned table no. 4.residence region and gender. The average grade of male secondary school pupils inThe percentage of students in urban region group is 31.37, while the percentage of boys in rural area group in secondary school is 17.65.27.13 is the average age of female high school students in the urban area group, while 24.63 is the average age of girls.The number of secondary school pupils in the rural area group is 24.30. The 'F' value, which was calculated to be 1.17, is shown below:at a 0.05 level, the findings were determined to be not statistically significant. As a result, thethird hypothesis, "There will be," is true.the average achievement scores had no discernible interaction effect.gender and residency area are accepted as motivational factors.

CONCLUSION

1. Students in the boys of secondary school group are performing well.motivation than the group of female students in secondary school.
2. The average score for achievement motivation does not vary greatly.among the students in urban and rural secondary schools.
3. The interactive effect of the mean scores ofmotivation for achievement based on gender and residential location.

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