

Academic Achievement Motivation and Academic Performance of SC, ST Community Students in the District of Purulia

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Abstract Motivation is an internal impulse that brings us to complete an action. Without motivation, there is no action. The purpose of the study to find out the level of Academic Achievement Motivation among the students of SC, ST Community Students and to explore the correlation between Academic Achievement Motivation and Academic Performance of SC, ST Community students in the district of Purulia. The investigators adopted self-made Academic Achievement Motivation scale to examine the Academic Achievement Motivation and collected the final result of previous year of SC, ST community students in Higher Secondary level students. The investigators analyzed the collected data with Pearson's correlation method to explore the correlation. The present study revealed that SC & ST Community Students have moderate level of Academic Achievement Motivation. And there is a significant relationship between Academic Achievement Motivation and Academic Performance of SC, ST community students in the district of Purulia. And not statistically, SC students are comparatively higher in Academic Achievement Motivation than ST students in the district of Purulia because the mean score of SC students (176.22) is higher than the mean score of ST students (173.26).

Keywords: achievement motivation, academic achievement motivation, academic performance, SC, ST community students

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1. Introduction

Every human being gets his first education from his family. After that he goes to school for getting his formal education. Here he understands the structure of learning environment. There are several numbers of factors that can affect the Academic Performance of students. These factors can be self-concept, interest, self-confidence, motivation etc. Motivation is one of the most important factors that can affect a student in Academic Performance during his study.

Motivation is the key of success. Motivation is the force which derives one person to act in a particular way. Whenever a need arises it gives rise to motive, this motive derives an individual's behaviour towards a particular goal. Individual strives to get to that particular goal in order to maintain the state of homeostasis. Achievement motivation is need which is based on the individuals desire to excel in particulars task. Achievement motivation is an acquired tendency which can be increased tremendously by certain interventions. Achievement motivation is extensively studied by Davis Clarence McClelland an American

Psychologist. Achievement motivation can affect a person's approach towards the task given to them and a desire to become competent is increased [1]. Education is not merely the acquisition of knowledge but also includes accurate utilization of knowledge for the improvement of quality of human life. Motivation is the driving force behind the actions and affects the needs, desires and life ambition [2]. Academic Motivation is one's inner drive to achieve. Motivation and attitude were the best predictors of student academic performance [3].

Lack of motivation is one of the most critical factors learning, especially in historically disadvantaged institutions of higher learning. Reference [4] pointed out that the challenge in higher education has always been to stimulate, engender and enhance the motivation of those students whose enthusiasm for learning is dubious. Reference [5] regarded motivation as an integral part of learning. Reference [6] opined that lack of motivation is "a big hurdle in learning and a pertinent cause in the deterioration of education standards". Reference [6] also defined motivation as internal condition that stimulates, direct and maintains behaviour, and they believe that there is a strong relationship between learning and motivation.

A significant correlation is found between Academic Achievement and motivation [7]. And motivation has impact on Academic Achievement of secondary school students in mathematics with respect to gender [8]. Highly motivated students performed better academically than lowly motivated students [8] and females are highly motivated compared to their male counterparts [7]. Surprisingly, a research conducted by [9] to examine relationships between several variables and students' Academic Achievement, found no significant effect on the relationship with Academic Achievement. He suggested that the elements of both school climate and family environment have a stronger direct impact on Academic Achievement [9].

2. Need and Significance of the Study

The present study is about Academic Achievement Motivation of SC, ST Community students in the district of Purulia. Academic Achievement Motivation plays an importance role for good academic performance of students. The present study will help teachers, parents, guide & counselor to understand SC & ST students in the field of academic achievement motivation.

3. Review of the Related Literature

Reference [9] revealed that no significant relationship between academic achievement and several variables. Reference [10] explore that there is a significant difference between scheduled caste and nomadic tribes, scheduled caste and other backward caste students in achievement motivation. Reference [11] showed that there was a relationship between the component of motivation and academic achievement. Reference [12] revealed that there no significant difference was found in their level of achievement motivation, emotion adjustment and emotional intelligence. Reference [13] showed that there is no significant relationship between academic motivation and academic performance. Reference [7] showed that there were significant correlations between self-concept, motivation and achievement of students. Reference [14] revealed that there was no significant correlation between intrinsic motivation or extrinsic motivation. And secondly there was a statistically significant negative correlation between academic motivation and academic achievement. Reference [15] explored that Girls students had more academic achievement motivation than boys at senior secondary level. Reference [16] showed that there was no significant relationship between achievement motivation and academic achievement of tribal boy and rural students. Reference [17] showed that academic performance and intrinsic motivation and academic achievement motivation was significant, whereas it was insignificant with extrinsic motivation of individuals. Reference [18] showed that there was a positive relationship between academic motivation and academic performance. Reference [19] revealed that there was no correlation between intrinsic motivation and academic performance of students. Reference [20] explored that there is low academic achievement motivation of Tribal students. Reference [21]

revealed that the motivational belief component of extrinsic goal orientation as the most preferred belief and test anxiety was the least possessed belief and significant relationships between Motivation, Strategies, and Perceived Factors. Reference [22] showed that Students had a moderate level of motivation towards food science students. And a positive significant relationship score was obtained between overall motivations with academic performance. Reference [23] revealed that the accounting students have a slightly higher score for deep learning compared to surface learning. Moreover, high intrinsic motivation and extrinsic motivation have a significant positive on deep learning. Next, deep learning leads to higher academic performance; surface learning on the other hand leads to lower academic performance. Reference [24] revealed that non-significant relationship between Achievement motivation and Academic Achievement of the secondary level students of Uttar Dinajpur District. Reference [25] explored that there was a significant correlations between self concept, motivation and academic achievement of late childhood school students. Reference [26] showed that there is a significant difference between the achievement motivation of boys and girls. Girls are more motivated than boy students. Reference [27] explored that the extrinsic motivation of the Papuan students is more dominant than is intrinsic motivation. The factors that influenced the low motivation of Papuan students are peers, family, and teacher, the background of education, social conditions, economics, and politics.

4. Objectives of the Study

1. To find out the level of Academic Achievement Motivation among the students of SC, ST Community in the district of Purulia.
2. To find out the difference between SC and ST Community students in respect to their Academic Achievement Motivation.
3. To find out the relationship between Academic Achievement Motivation and Academic Performance of SC, ST Community Students in the district of Purulia.

5. Hypotheses of the Study

H₀₁: There would not have high level of Academic Achievement Motivation among the students of SC Community in the district of Purulia.

H₀₂: There would not have high level of Academic Achievement Motivation among the students of ST Community in the district of Purulia.

H₀₃: There is no significant difference between SC and ST Community students in respect to their Academic Achievement Motivation.

H₀₄: There is no significant relationship between Academic Achievement Motivation and Academic Performance of SC Community Students in the district of Purulia.

H₀₅: There is no significant relationship between Academic Achievement Motivation and Academic

Performance of ST Community Students in the district of Purulia.

H₀: There is no significant relationship between Academic Achievement Motivation and Academic Performance of SC, ST Community Students in the district of Purulia.

6. Operational Definition of the Terms

6.1. Academic Achievement Motivation

Academic Achievement Motivation is the aspect of achievement motivation, the motivation to achieve in education.

6.2. Academic Performance

Academic performance is the outcome of Education. Actually Academic Performance means that the scores that have been acquired/obtained by the students in their examination.

6.3. ST & SC Community

The full form of SC and ST are Scheduled Castes and Scheduled Tribes. SC and ST are official designation given to various groups of historically disadvantage indigenous people in India.

7. Methodology of the Study

Table 1. Shows the Dimension wise Positive and Negative Items of AAMS

Sl. No.	Dimensions	No. of Positive Statement (Direct Scoring)	No. of Negative Statement (Reverse Scoring)	Scoring Principle
1	Interest towards study	3	2	Direct Scoring SA-5, A-4, N-3, D-2, SD-1
2	Good relation with Teacher	4	1	
3	Interest towards School	3	2	
4	Leisure Time Activities	2	2	
5	Need of Success	5	2	Reverse Scoring SD-5, D-4, N-3, A-2, SA-1.
6	Prefer the Good Achieve	5	2	
7	Preference for Difficult Task	3	1	
8	Persistence	3	2	
9	Self -Awareness	2	2	
	Total	30	16	46

The present study is Descriptive type in nature. The researcher has used Descriptive type survey method in the present study. All SC, ST community students of Secondary Schools in the district of Purulia have been selected as population for the present study. The researcher has selected only 150 Students among the all Students from the ten selected Higher Secondary Schools which are situated in the Purulia district as a sample for

his present study. The Random sampling technique has been used in the selection of the sample. The investigators have used Mean, S.D, t-test and Graph for analyzing the data. The investigators have used self-made Academic Achievement Motivation Scale (AAMS), as tool for collecting data in the present study. The scale/test items have been formulated on the basis of the following Dimensions in Table 1.

8. Results and Discussion

8.1. Testing Hypothesis H₀ and Interpretation

On the basis of Cut-off Point, from the Table 3, we can see that out of the total 85 Students, 15.29% Students have scored above 196.74, 68.24% Students have scored between 155.70 to 196.74 and 16.47% Students have scored below 155.70 on the Academic Achievement Motivation measuring Questionnaire constructed by the researcher for the Students. Therefore, we can see that maximum percentage (%) of the SC Students have scored between 155.70 to 196.74, which indicates that the level of Academic Achievement Motivation of SC Community Students is being Moderate in the district of Purulia, West Bengal at Higher Secondary Level.

Table 2. Shows the Number, Mean and S.D of the Total SC Community Students

Group	Number	Mean	S.D.
SC Students	85	176.22	20.52

$M \pm \sigma$

$$M + \sigma = 176.22 + 20.52 = 196.74$$

$$M - \sigma = 176.22 - 20.52 = 155.70$$

Table 3. Shows the Level of Academic Achievement Motivation of the SC Community Students on the basis of Cut-off Point

Scores	Frequency	Percentage	Level of Test Anxiety
Above-196.74	13	15.29%	High
Between-155.70 to 196.74	58	68.24%	Moderate
Below-155.70	14	16.47%	Low
Total	85	100%	

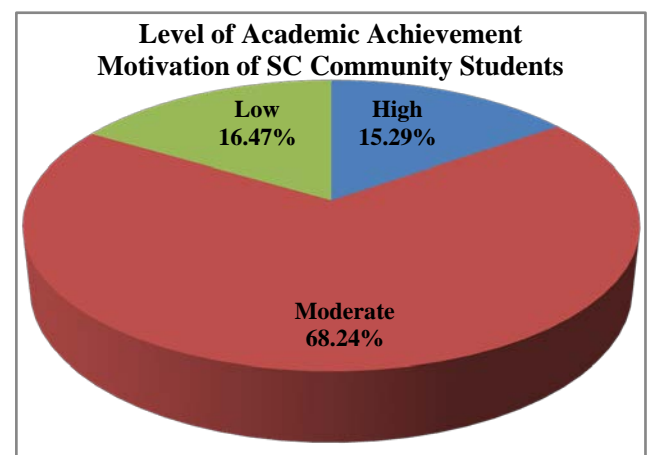


Figure 1. Graphical Representation of level of Academic Achievement Motivation of SC Community Students on the basis of Cut-off Point

Table 4. Shows the Number, Mean and S.D of the Total ST Community Students

Group	Number	Mean	S.D
ST Students	65	173.26	16.91

$M \pm \sigma$

$M + \sigma = 173.26 + 16.91 = 190.17$

$M - \sigma = 173.26 - 16.91 = 156.35$

Table 5. Shows the Level of Academic Achievement Motivation of the ST Community Students on the basis of Cut-off Point

Scores	Frequency	Percentage	Level of Academic Achievement Motivation
Above-190.17	12	18.46%	High
Between-156.35 to 190.17	46	70.76%	Moderate
Below-156.35	7	10.76%	Low
Total	65	100%	

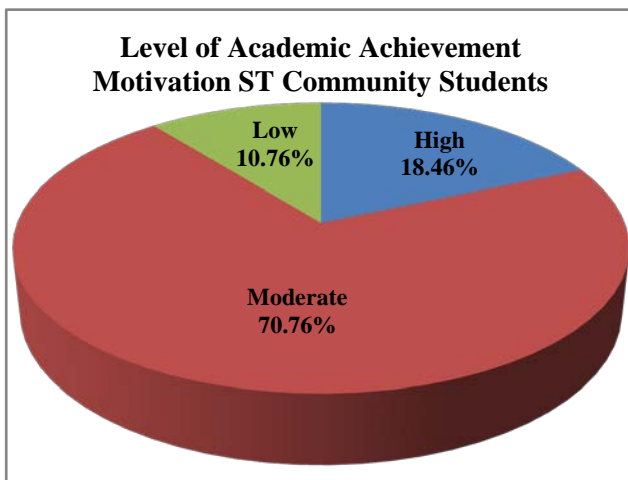


Figure 2. Graphical Representation of level of Academic Achievement Motivation of the ST Community Students on the basis of Cut-off Point

8.2. Testing Hypothesis $H0_2$ and Interpretation

On the basis of Cut-off Point, from the Table 5, we can see that out of the total 65 ST Students, 18.44% Students have scored above 190.17, 70.76% Students have scored between 156.35 to 190.17 and 10.76 % Students have scored below 156.35 on the Academic Achievement Motivation measuring Questionnaire constructed by the researcher for the Students. Therefore, we can see that maximum percentage (%) of the ST Students have scored between 156.35 to 190.17, which indicates that the level

of Academic Achievement Motivation of ST Community Students is being Moderate in the district of Purulia, West Bengal at Higher Secondary Level.

8.3. Testing Hypothesis $H0_3$ and Interpretation:

From the Table 6, it is observed that the calculated 't'-values are 1.11, 0.90, 1.51, 0.17, 0.49, 0.99, 1.37, 0.66, 0.47 against the dimension of **Interest towards Study, Good Relations with Teachers, Interest towards School, Leisure Time Activities, Need of Success, Prefer the Good Achieve, Persistence, Self-Awareness** respectively are less than the table value at the 0.05 level of significance (1.98 at 0.05 level of significance). Therefore, the results are not significant and it indicates that there are no any significant differences between SC and ST Community students in respect to their Academic Achievement Motivation. Hence, the null hypothesis is accepted.

8.4. Testing Hypothesis $H0_4$ and Interpretation

From the Table 7, it is observed that the calculated value of 'r' that is 0.13 is not Significant at 0.05 level of Significance. But the value shows Very Low Positive Correlation between Academic Achievement Motivation and Academic Performance of SC Community Students in the district of Purulia, West Bengal. Hence, the null hypothesis is accepted and it can be said that when Academic Achievement Motivation of SC Community Students will better, the Academic Performance of SC Community Students will also be better but very rarely.

8.5. Testing Hypothesis $H0_5$ and Interpretation

From the Table 8, it is observed that the calculated value of 'r' that is 0.12 is not Significant at 0.05 level of Significance. But the value shows Very Low Positive Correlation between Academic Achievement Motivation and Academic Performance of ST Community Students in the district of Purulia, West Bengal. Hence, the null hypothesis is accepted and it can be said that when Academic Achievement Motivation of ST Community Students will better, the Academic Performance of ST Community Students will also be better but very rarely.

Table 6. Shows the difference between SC and ST Community students on different dimensions of Academic Achievement Motivation

Dimensions of Academic Achievement Motivation	SC (N=85)		ST (N=65)		t-Value
	Mean	S.D	Mean	S.D	
Interest towards Study	19.44	2.74	18.95	2.47	1.11@
Good Relations with Teachers	19.86	3.17	19.38	3.18	0.90@
Interest towards School	20.59	3.54	19.78	2.75	1.51@
Leisure Time Activities	13.79	3.30	13.69	3.24	0.17@
Need of Success	26.66	4.91	26.29	3.97	0.49@
Prefer the Good Achieve	26.34	4.22	27.00	3.71	0.99@
Preference for Difficult Task	15.82	2.51	15.28	2.20	1.37@
Persistence	18.26	3.38	17.88	3.58	0.66@
Self-Awareness	15.47	3.10	15.23	3.01	0.47@
Overall Academic Achievement Motivation	176.22	20.52	173.26	16.91	0.94@

*Significant at 0.05, ** Significant at 0.01 and @ Not Significant [Table Value of 't' against df-148 at 0.05 level = 1.98 & at 0.01 level = 2.61].

Table 7. Relationship between Academic Achievement Motivation and Academic Performance of SC Community Students in the district of Purulia

Variables	N	Value of 'r'	Table Value	Result	Interpretation
•Academic Achievement Motivation •Academic Performance	85	0.13	<i>0.178 at 0.05 Level</i> <i>0.232 at 0.01 Level</i>	Not Significant at 0.05 Level	Very Low Positive Correlation

Table 8. Relationship between Academic Achievement Motivation and Academic Performance of ST Community Students in the district of Purulia

Variables	N	Value of 'r'	Table Value	Result	Interpretation
•Academic Achievement Motivation •Academic Performance	65	0.12	<i>0.178 at 0.05 Level</i> <i>0.232 at 0.01 Level</i>	Not Significant at 0.05 Level	Very Low Positive Correlation

Table 9. Relationship between Academic Achievement Motivation and Academic Performance of SC and ST Community Students in the district of Purulia

Variables	N	Value of 'r'	Table Value	Result	Interpretation
•Academic Achievement Motivation •Academic Performance	150	0.13	<i>0.087 at 0.05 Level</i> <i>0.114 at 0.01 Level</i>	Not Significant at 0.05 Level	Very Low Positive Correlation

8.6. Testing Hypothesis H_0 and Interpretation

From the [Table 9](#), it is observed that the calculated value of 'r' that is 0.13 is Significant at both 0.05 & 0.01 level of Significance. Therefore the null hypothesis is rejected. It indicates that there is a significant relationship between Academic Achievement Motivation and Academic Performance of SC, ST Community Students. It means that when Academic Achievement Motivation of SC and ST Community Students will be better, their Academic Performance also will be better.

9. Findings of the Study:

1. It is found that SC community students have moderate level of Academic Achievement Motivation.
2. It is found that ST community students have moderate level of Academic Achievement Motivation.
3. It is found that there is no significant difference between SC and ST Community Students in respect to their Academic Achievement Motivation. But not statistically, the mean score of SC students is comparatively higher than ST students. It means SC students of Higher Secondary schools in the district of Purulia comparatively higher in Academic Achievement Motivation than the ST students.
4. It is found that Very Low Positive Correlation between Academic Achievement Motivation and Academic Performance of SC Community Students in the district of Purulia, West Bengal. It means when Academic Achievement Motivation of SC Community Students will better, the Academic Performance of SC Community Students will also be better but very rarely.
5. It is found that Very Low Positive Correlation between Academic Achievement Motivation and Academic Performance of ST Community Students in the district of Purulia, West Bengal. It means when Academic Achievement Motivation of ST Community Students will better, the Academic

Performance of ST Community Students will also be better but very rarely.

6. It is found a Positive Correlation between Academic Achievement Motivation and Academic Performance of SC and ST Community Students in the district of Purulia, West Bengal. It means when Academic Achievement Motivation of SC and ST Community Students will better, the Academic Performance of SC and ST Community Students will also be better.

10. Major Findings and Discussion of the Results

The present study revealed that is a significant relationship between Academic Achievement Motivation and Academic Performance of SC and ST Community Students. The similar finding is also reported by few references [7,10,11,17,18,21,25]. But this finding of the present study contradicts the study conducted by reference [13]. He reported that there is no significant relationship between academic motivation and academic performance. Beside this, it is also revealed through the present study because very low positive correlation also found between Academic Achievement Motivation and Academic Performance of ST & SC Community Students in the district of Purulia. This finding of the present study is supported by Performance of SC and ST Community Students. The similar finding is also reported by few references [7,10,11,17,18,21,25]. But it contradicts the findings of the studies conducted by some references [13,14,16,19,24]. They showed that there was no significant different between academic achievement motivation and academic performance of students. The present study revealed that there is a positive correlation also found between Academic Achievement Motivation and Academic Performance of ST & SC Community Students in the district of Purulia.

This present study also found that there is moderate level of attitude SC& ST Students towards Academic Achievement Motivated. The similar finding is also reported by reference [22]. He reported that Students had a moderate level of motivation towards food science students.

This present study also explored that very low positive Correlation between Academic Achievement Motivation and Academic Performance of SC and ST Community Students in the district of Purulia, West Bengal. This finding of the present study is supported by reference [20]. He reported that there is low academic achievement motivation of Tribal.

11. Conclusion

The present study justified the importance of Academic Achievement Motivation to Academic Performance of SC and ST Community students in the district of Purulia. In the present study, it is found that the SC and ST Community students have moderate level of Academic Achievement Motivation and a Positive Correlation between Academic Achievement Motivation and Academic Performance of SC and ST Community Students in the district of Purulia, West Bengal.

Finally, it can be concluded that SC (176.22) students have more Academic Achievement Motivation than ST (173.26) Community students in non-statistically and Academic Achievement Motivation of Higher Secondary School Students of SC and ST Community is belonged to the moderate level in the district of Purulia. This study has provided vital information to understand about Academic Achievement Motivation of SC and ST Community students and will also help teachers, parents, guide & counselor to understand these students in the field of education.

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