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Achievement Motivation Among Tribal and Non-Tribal Students in Relation to Their Academic Achievement in West Singhbhum District, Jharkhand

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Abstract:

Education is a whole person development designed to inculcate knowledge, skills and attitudes necessary to empower individuals to cope efficiently with their environment. However, in a highly competitive world the quality of performance has become the basic factor for personal and social progress and it is generally measured by achievement. The current study was carried out among tribal and non-tribal students of West Singhbhum district of Jharkhand to find out the relationship between Achievement Motivation (AM) and Academic Achievement (AA). The results indicated that there was a significant relationship exists between Achievement Motivation and Academic Achievement. It was further noticed that tribal students are poorer in their Academic Achievement when compared with non-tribal students.

Keywords: Achievement motivation, Academic achievement, tribal and Non-tribal, Gender.



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i. Introduction

Education is the process of developing the capacities and potentials of an individual so as to prepare that individual for the society. From this perspective, education is a whole person development aimed to inculcate the knowledge, skills and attitudes which are necessary to empower individuals to cope effectively with their environment. However, in a highly competitive world the quality of performance has become the key factor for personal and social progress. World measures the students by the academic standard and parents desire and force their children to reach the highest level possible. The great emphasis on academic achievement has raised few queries for educational researchers. What are the factors promote achievement in students? How far do these factors contribute towards academic achievement? Academic achievement is affected by several factors such as motivation, intelligence, study habits, and attitudes of pupil towards school, different aspects of their personality and socio economic status. Among these factors motivation is always considered as prima facie factor in academic achievement. Motivation is at the very heart of the learning process and plays a key role in person's life and learning. Success in life and learning depends very largely on how much one wants to succeed and achieve and how well a person is motivated. Motivation is the arousal of tendency to produce a desired result. Mc Donald defines motivation as an energy change within the person characterized by affective arousal and anticipatory goal reactions. Achievement motivation is the need for success or the

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attainment of excellence. It gives direction to one's life. In education, achievement motivation provides the students the right motive to achieve a goal. In any society, academic achievement is considered as a key criterion to judge one's total potentialities and capacities. Hence it occupies a central place in the learning process. Academic achievement has become an index of child's future in this highly competitive world and is a key mechanism through which adolescents learn about their talents, abilities and competencies which are necessary for fulfilling career aspirations (Lent et al., 2000). Crow and Crow (1969) defined "Academic achievement as the extent to which a learner is profiting from instructions in a given area of learning i.e., achievement is reflected by the extent to which skill or knowledge has been imparted to him".

ii. Relationship Between Achievement Motivation and Academic Achievement

Motivation is considered as a key factor in any performance or achievement. There are numerous studies conducted across the world on motivation, achievement and the relation between the two and its connection with gender, culture, locale etc. Most studies revealed that there is a definite relationship between achievement motivation and academic achievement. Some studies reported that there is no significant difference between male and female students when academic achievement is taken into consideration. However, some rate boys higher and others girls. Meenu (2016), carried out a study among 110 students, aged 13 and 14, from three Kendriya Vidyalayas of Delhi to investigate the relationship of general mental ability, interest and home environment with Academic Achievement. General Mental Ability test by R. K. Tandon (1972), Multiphasic Interest Inventory of S. K. Bawa (1998) and Home Environment Inventory of K. S. Mishra (1989) were administered on the selected sample to elicit proper responses from the participants. This study revealed that general mental ability, home environment, interest and academic achievement are significantly and positively correlated. Sarangi (2015) studied the effect of achievement motivation on the academic achievement of 200 students, studying in class IX of 10 government schools of Goalpara District of Assam and reported that achievement motivation among the tribal students is low due to the existing psycho-social factors and narrated that the tribal students need proper help, motivation, encouragement, guidance and remedial instruction for eradicating such barriers in developing their achievement motivation. Chetri (2014) investigated the achievement motivation of adolescents and its relationship with academic achievement by taking a sample of 480 secondary school leavers studying in different schools of Sikkim and reported that achievement motivation among non- governmental school students are less in comparison to the government school students. Raju (2013) investigated the relationship between gender and locality on academic achievement of secondary school students and found that gender and locality has significant influence on academic achievement. Amrai, Elahi, Zalani & Parhoon (2011) reported positive and significant correlation between academic motivation and academic Achievement. They showed that task, effort, competition, social concern had a significant relationship with academic achievement. Spinath, Harlaar & Plomin (2006) stated that achievement motivation is considered a prerequisite for success in any field. Hari Krishnan (1992) examined academic achievement in relation to achievement motivation and socio-economic status of students and found that socio-economic status was significantly related to academic achievement. The same finding was also observed by Devanesan (1990). Ramasamy (1988) made a study on 'An Inquiry into the Correlates of Achievement' and found that academic achievement is positively related to personality, achievement motivation, self-concept, study habits and socio-economic status among high and low achievement male and female students. Sarawat (1988) found that male-female, rural-urban students, science-art students significantly differed in their Academic Achievement. The coefficient of correlation among achievement motivation, occupational aspiration and academic achievement were significant. Bhargava & Shing (1978), Sarma (1978) Puthala (1976), Sinha (1967, 1970), Morgan and Mansner (1973), Peplan (1973), in their independent studies revealed that Achievement Motivation has a positive correlation with students'



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performance. Singh and Singh (1981) reported that Achievement Motivation has no relationship with the Academic Achievement of when comparing Santals and non - Santals.

iii. Academic Achievement Among Scheduled Tribes

The 2011 Census data indicate that educational development of the Scheduled Tribes (ST's) is quite uneven among different states. Most of these states, educational development of ST's are comparatively low. Ushaben (2017) pointed out that there is a wide difference in the academic achievement of children from different backgrounds in our society. The children from more privileged group achieve better result in schools and other educational fields compared to other deprived groups. ST's take much time to unfold their abilities in our society. Behera & Samal (2015) opined that the tribal students differed to non-tribal students in relation to their educational aspiration significantly and was revealed the non-tribal students showed more superiority in setting the proper level of educational aspiration. Prajina (2015) investigated academic achievement motivation among 100 tribal adolescents studying in IX and X standard of a tribal school of Kannur District of Kerala. The study showed that the poor socio-economic condition of tribal people reflects in their academic performance and their academic achievement motivation. Majority of the tribal children possess low academic achievement motivation. Saha & Kalita (2013) carried out a study on the performance level of scheduled tribe students in academic and non-academic activities in English in rural Kamrup District of Assam. The findings revealed that the Karbi students mean achievement in English is higher than other ST categories. Kulkarni (2013) studied the academic achievement of tribal students of ashram schools and revealed that the students have the potential to excel in academics but their academic achievement was comparatively low. This study reported the role and the influence of proximate and extrinsic factors associated with quality of education and family background are critical regarding academic achievement. Bidyadhar (2006) studied the achievement motivation among secondary school tribal and non-tribal students. This study pointed out that the secondary school tribal students lag behind in their level of achievement motivation.

iv. Academic Achievement and Achievement Motivation in Relation to Gender

Boruah (2012) in his research reported that male and female as well as urban and rural tribal students differed significantly with respect to their achievement motivation. This study confirmed that sex and location of schools are important factors that determine the achievement motivation of the tribal students towards their academic achievement. Nagarathanamma & Rao (2007) found no significant difference between boys and girls with regard to achievement motivation level. While Adsul, Kamble & Sangli (2008) investigated the effects of gender, economic background and caste differences on achievement motivation possessed by college students based on societal transformation and reported that male students were having a high achievement motivation. However, Kaur & Gill (1993) revealed in their study that achievement in English and total achievement was independent of sex, but boys scored higher than girls in achievement in Punjabi, Mathematics and Science. Lalhrima Sailo (1982), Desai & Trivedi (1972) Namdeo (1972) and Sinha (1967), in their respective studies reported that achievement motivation among male was significantly higher than that of female students. Vijayalaxmi and Natesan (1992), Aggarwal (1979), Gokulanathan (1979), and Lyngdoh (1975) in their independent researches, reported that female students had a significantly higher Achievement Motivation than male students.

v. Background of the Study

According to the annual report 2023-24 of the Ministry of Tribal Affairs, Jharkhand the Schedule Tribes constitute 75, 8,351. The State of Jharkhand has a total of 32 tribes, of which the main ones are mainly Kharia, Chik Baraik, Bhogta, Turi, Birhor, Kol, Hari/Mehtar/Bhangi, Pasi, Savar, and Lalbegi. West Singhbhum district encompasses in total 18 blocks and as per IHD (2008), West Singhbhum district lags



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behind the all-India figures in 7 out of 8 indicators. West Singhbhum district has 4.4 per cent ST population and the literacy rate is 51.08 per cent (Male 59.06% and Female 42.34%). The Literacy rate of ST is only 43.92%. As per the data, in an average, approximately 64.29 per cent of villages have primary schools and only 20.87 per cent of the villages have middle high schools. . The present study has been taken to find out the Achievement Motivation and its effect on Academic Achievement of different schools of West Singhbhum district of Jharkhand. The researcher is of the opinion that Achievement Motivation or need for achievement is a great driving force which can be directed to the benefit of both intellectual learning and the personality development of the pupils of West Singhbhum district.

Statement of the Problem:

“ACHIEVEMENT MOTIVATION AMONG TRIBAL AND NON-TRIBAL STUDENTS IN RELATION TO THEIR ACADEMIC ACHIEVEMENT IN WEST SINGBHUM DISTRICT, JHARKHAND”.

vi. Objectives of the Study

1. To compare the mean scores of Achievement Motivation of tribal and non- tribal students of West Singhbhum district.
2. To compare the mean scores of Achievement Motivation of the male and female students.
3. To compare the mean scores of Academic Achievement of tribal and non-tribal students.
4. To compare the mean scores of Academic Achievement of the male and female students.
5. To study the correlation between Achievement Motivation and Academic Achievement.

vii. Hypotheses of the Study

- Ho1. There is no significant difference between mean scores of Achievement Motivation of tribal and non-tribal students.
- Ho2. There is no significant difference between mean scores of Achievement Motivation of male and female students.
- Ho3. There is no significant difference between mean scores of Academic Achievement of Tribal and non-Tribal students.
- Ho4. There is no significant difference between mean scores of Academic Achievement of male and female students.
- Ho5. There is no significant correlation between Achievement Motivation and Academic Achievement of students.

Population and Sample:

Tribal and non-tribal students studying in various schools of West Singhbhum District constitute the population. The Sample for the investigation comprised of 100 students studying in five schools of West Singhbhum district comprising of both male and female students. The sample is selected by using simple random sampling method. It includes 50 boys (25 tribals & 25 non-tribals) and 50 girls (25 tribals and 25 non-tribals) studying in class VI and VII.

Collection and Analysis of Data:

General classroom Achievement Test (GCAT) by Dr. A.K Singh & Dr. A. Sen Gupta and Academic Achievement Motivation Test (AAMT) by Dr. T.R Sharma are used to collect the data. ‘t-test’ and ‘Pearson correlation coefficient test’ were used to test the hypotheses.

viii. Major Findings



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1. The objective was to compare the mean scores of Achievement Motivation of tribal and non-tribal students of West Singhbhum District. There are two levels of category, namely, tribal and non-tribal. The data were analyzed with the help of t test. The computed value of t is 1.984 which is not significant at 0.01 level with $df = 98$. It shows that the mean scores of Achievement Motivation of tribal and non-tribal students did not differ significantly. Thus, the null hypothesis that there is no significant difference between mean scores of Achievement Motivation of tribal and non-tribal students is not rejected. It may, therefore, be said that the tribal and non-tribal students were found to have the same achievement motivation.

2. The objective was to compare the mean scores of Achievement Motivation of the male and female students. There are two levels of gender, namely, male and females. The data were analyzed with the help of t-test. The computed value of t is 1.453 which is not significant at 0.01 level with $df=98$. It shows that the mean scores of Achievement Motivation of male and female students did not differ significantly. Thus, the null hypothesis that there is no significant difference between mean scores of Achievement Motivation of male and female students is not rejected. It may, therefore, be said that the male and female students were found to possess the same achievement motivation.

3. The objective was to compare the mean scores of Academic Achievement of tribal and non-tribal students. There are two levels of category, namely, tribal and nontribal. The data were analyzed with the help of t-test. The computed value of t is 4.003 which is significant at 0.01 level with $df=98$. It shows that the mean scores of Academic Achievement of tribal and non-tribal students differ significantly. Thus, the null hypothesis that there is no significant difference between mean scores of Academic Achievement of tribal and non-tribal students is rejected. Further the mean score of Academic Achievement of tribal students is 64.24 which is significantly lower than that of non-tribal students whose mean score of Academic Achievement is 71.67. It may, therefore, be said that the non-tribal students were found to have better Academic Achievement than tribal students.

4. The objective was to compare the mean scores of Academic Achievement of male and female students. There are two levels of category, namely, male and female. The data were analyzed with the help of t-test. The computed value of t is 0.013 which is not significant at 0.01 level with $df=98$. It shows that the mean scores of Academic Achievement of male and female students do not differ significantly. Thus, the null hypothesis that there is no significant difference between mean scores of Academic Achievement of tribal and non-tribal students is not rejected. It may, therefore, be said that the male and female students do not differ in their Academic Achievement.

5. The objective was to the correlation between Achievement Motivation and Academic Achievement of students. The analysis of the data showed that the correlation coefficient between Achievement Motivation and Academic Achievement is 0.136 which is positive and significant at 0.01 level with $df=98$. It shows that Achievement Motivation and Academic Achievement are positively correlated. Thus the null hypothesis that there is no significant correlation between Achievement Motivation and Academic Achievement of students is rejected. Therefore, it may be said that the there is a positive correlation between Academic Motivation and Academic Achievement.

ix. Implications and Conclusions

The present research within its limitation has implications for educational planners, administrators, teachers, parents and above all society itself. The analysis clearly indicates that non-tribal students have comparatively better achievement motivation than tribal students which is reflected in their academic achievement. Because of low achievement motivation many tribal students fail to achieve academic excellence. In this context various complex issues which confront the educability of the tribal students such as medium of instructions, curriculum, methods of teaching, procedures of evaluation and other related problems like first generation learners, economic condition should be addressed. Whole academic system should be designed properly and utmost care should be taken by the concerned people



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to enhance the achievement motivation. It is obvious that from the study that the tribal students are significantly lower in their academic achievement when compared to the non-tribal students. They need proper help, motivation, encouragement, guidance and remedial instruction. The proper diagnosis of their educational backwardness and corrective treatment are also necessary ingredients of a sound educational programme for the deprived and tribal student population. .

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