

# Academic Achievement Motivation of Secondary School Students in Aizawl City in Relation to Type of Management of School

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**Abstract:** The present study intends to find out the level of academic achievement motivation of secondary school students in Aizawl city in relation to the type of management of school. The study was conducted among the government, deficit, adhoc aided and private schools. The result revealed that there was no significant difference in the comparison between adhoc aided students and deficit students, adhoc aided students and government students and government students and deficit students. However, there was significant difference in the comparison between private students and adhoc aided students, private students and deficit students and private students and government students. From the study, the students with highest percentage of high motivation are under the adhoc aided schools, the highest percentage of average motivation fell under the private schools and the highest percentage of low motivation fell under the deficit schools.

**Keywords:** Academic achievement motivation, secondary school students, government schools, deficit schools, adhoc aided schools, private schools.

## 1. INTRODUCTION:

The fundamental and basic force i.e. the requirements, wishes and aspirations, which energize an individual to act in a certain way is called Motivation (Fayaz & Ganai, 2022). Motivation is seen as a mental impulse that drives and directs human behavior, including learning behavior. It is not a physical feature, that is, it cannot be observed directly. It is an individual state that is influenced by different factors such as beliefs, interests, goals, and wishes that demand an effort from individual. Motivation is the internal state or condition sometimes described as a need, desire or want that serves to activate or energizes behavior and give a direction.

Motivation can be described as the person's effort to accomplish his/her duties, dedicating the needed effort and continuing it. Stirling (2013) explained that motivation is the driving force behind the action and affects the needs, desires and life ambition, whenever a need arises it gives rise to motive, this motive derives an individual's behavior towards a particular goal. Students' motivation dealt with the student's desire to participate in the learning process, excitement, interest and enthusiasm towards learning were the

primary component of motivation (Collie & Martin, 2019)

There is a great need of academic achievement motivation for students as in research comprising several field studies and laboratory experiments, [Boggiano, 1992] revealed that achievement motivation positively influenced academic performance. There is a significant correlation between academic achievement and motivation [Sikhwari 2014] and motivation has impact on academic achievement of secondary school students in mathematics with respect to gender [Tella 2007]. Highly motivated students performed better academically than lowly motivated students [Tella 2007] and females are highly motivated compared to their male counterparts [Sikhwari 2014]. Thus, we can say that academic achievement motivation plays an important role in driving students toward their goals.

## **2. RATIONALE :**

The present study helps in identifying the factors of academic achievement motivation that will help parents and teachers to understand the necessary actions related to promoting and encouraging academic achievement motivation of students of classes IX and X. A great deal of the research have found that students with high academic achievement motivation are more likely to have increased levels of academic performances and have lower dropout rates [Brar,2018] and the development of early academic achievement motivation has significant implications for later higher academic years.

There are a number of factors which affect the academic achievement motivation of students during their studies as it is an important component of education. These factors may be individual, home and school environment related factors like self-concept, self-confidence, motivation, interest, etc. So, the investigator feels that raising the academic achievement motivation of the students will enhance their academic results and also in giving the students a wide range of career choices.

Moreover, although there has been few studies on academic achievement motivation among the secondary school students in Aizawl city, the particular study on government, adhoc, deficit and private schools in relation to academic achievement motivation have not been conducted and so the investigator has identified the research gap and felt the need for the present study.

## **3. OBJECTIVES:**

The present study intent to find out the following objectives-

1. To study the level of academic achievement motivation of secondary school students in Aizawl city in relation to adhoc and deficit.
2. To study the level of academic achievement motivation of secondary school students in Aizawl city in relation to adhoc and government.
3. To study the level of academic achievement motivation of secondary school students in Aizawl city in relation to private and adhoc.
4. To study the level of academic achievement motivation of secondary school students in Aizawl city in relation to government and deficit.
5. To study the level of academic achievement motivation of secondary school students in Aizawl city in relation to private and deficit.
6. To study the level of academic achievement motivation of secondary school students in Aizawl city in relation to private and government.

#### 4. HYPOTHESES:

1. There is no significant difference in the level of academic achievement motivation of secondary school students in Aizawl city in relation to adhoc and deficit.
2. There is no significant difference in the level of academic achievement motivation of secondary school students in Aizawl city in relation to adhoc and government.
3. There is no significant difference in the level of academic achievement motivation of secondary school students in Aizawl city in relation to private and adhoc.
4. There is no significant difference in the level of academic achievement motivation of secondary school students in Aizawl city in relation to government and deficit.
5. There is no significant difference in the level of academic achievement motivation of secondary school students in Aizawl city in relation to private and deficit.
6. There is no significant difference in the level of academic achievement motivation of secondary school students in Aizawl city in relation to private and government

#### 5. REVIEW OF RELATED LITERATURE:

Chetri (2014) conducted a study titled “Achievement Motivation of adolescents and Its Relationship with Academic Achievement”. The present study was undertaken to investigate the achievement motivation of adolescents and its relationship with academic achievement. The study was confined to 480 secondary school leavers studying in different schools of Sikkim by using stratified random sampling techniques from various government and non- government managed schools within the age range of 16-17 years, from urban and rural areas. The finding of the study revealed no significant difference in achievement motivation with regard to gender and locale variation but significant differences in relation to management variation. Another finding of the study was the significant difference in the academic achievement of the students with regard to locale and management variation. The relationship between achievement motivation and academic achievement also yielded a significant relationship at 0.05 level and 0.01 level. Kumar and Yadav (2015) conducted a study titled, “A Comparative Study on Academic Achievement Motivation of Senior Secondary Students”. The study concluded that female students had more academic achievement motivation than the male students at the senior secondary level and the private school students had more academic achievement motivation than the government school students.

Anandharaja and Balakrishnan (2018) conducted a study titled "Achievement Motivation of Tenth Standard Government and Private School Students in Social Science Curriculum: A Comparative Study". The aim of the study is to compare the achievement motivation of X Standard government and private school students in Social Science curriculum. A sample of 425 government school and 425 private school X Standard students from Thanjavur, Kumbakonam and Pattukkottai Educational Districts were chosen using Simple Random Sampling method. Achievement Motivation Scale, developed and validated by the investigator and the guide with 33 items having five options was used as the tool. The study revealed the following: The level of achievement motivation of X Standard government and private school students were found to be moderate. No significance of difference in achievement motivation was found between government and Private School Students in Social Science Curriculum with regard to (i) Boys, (ii) Girls, (iii) Tamil medium students, (iv) English medium students, and (v) Boys" school, (vi) Girls" school, and (vii) co-education school.

Bency (2019) conducted a study titled “Achievement Motivation and achievement of Higher Secondary Students of Kanyakumari District”. The goals of the study were to find the levels, to find the significant

association of achievement motivation and achievement based on locality, type of management, type of family and monthly income and to see the correlation between Achievement Motivation and Achievement. Survey Method was used for the present study. 300 higher secondary students were accepted by casual sampling technique from the more senior secondary schools of Kanyakumari district. There is no significant association in the Achievement Motivation of higher secondary students based on Type of Management, Type of Family, and Monthly Income. There is a significant association in the Academic Performance of higher secondary school based on Locality, Type of Management, and Monthly Income. There is no significant association in the Achievement of higher secondary students based on Type of Family. There is a low positive correlation between Achievement motivation and Achievement of more upper secondary students.

## 6. METHODOLOGY:

**Population:** The study includes all secondary school students in Aizawl city from government, private, deficit and adhoc aided schools.

**Sample:** A sample of 94 students from government, 125 students from private, 75 students from adhoc aided and 102 students from deficit schools were taken for which the total number of sample consisted of 396 students.

**Tools used:** In order to obtain information or data the investigator used Academic Achievement Motivation Test (AAMT) developed by Dr. T.R.Sharma in 1984 which consist of 38 items with two alternatives. The reliability of the test reported by Dr. T.R Sharina using Split-half, Rational Equivalence and Test-Retest were 0.697, 0.75 and 0.80 respectively. The validity was established by three types of validities- content, criterion and construct and is reliable and valid to measure the academic achievement motivation level of the students.

**Procedure of data collection:** Before conducting the study, the researcher made personal contact with all the concerned heads/authorities by sending an application asking for the approval to conduct the study, it was done either through a written application or through the phone. After taking due approval from the respective institutional heads, the investigator physically visited the schools, a good rapport was established with the students, the investigator gave proper instructions on how to fill the booklet. The students are reminded of how important the test is and that they should answer all the items honestly and no item should be left unanswered. The students are also informed that their responses given on the booklet are confidential and their anonymity will be maintained.

**Data analysis:** For analyzing data, the following statistical techniques were used by the investigator: Mean, Standard Deviation (SD), t-test .

**7. FINDINGS:**

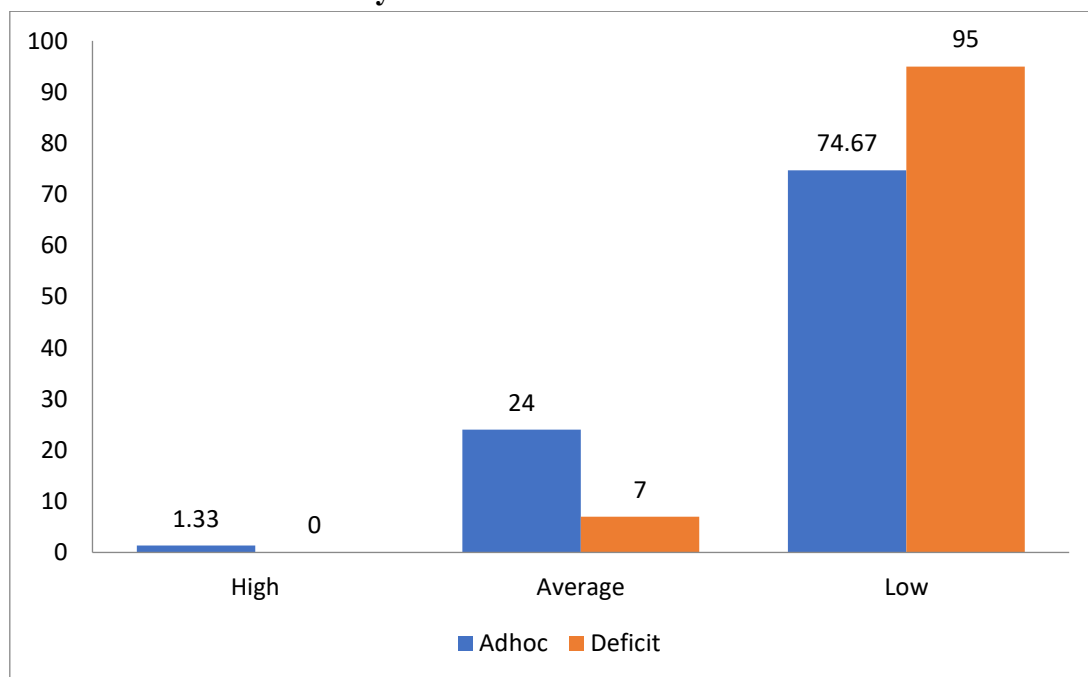
**Table No. 1: Level of academic achievement motivation of secondary school students in Aizawl city in relation to the type of management of school.**

Level	Adhoc Aided Schools		Deficit Schools		Government Schools		Private Schools	
	No. of Students	Percentage (%)	No. of Students	Percentage (%)	No. of Students	Percentage (%)	No. of Students	Percentage (%)
High	1	1.33	0	0	0	0	0	0
Average	18	24	7	6.86	18	19.15	38	30.4
Low	56	74.67	95	93.14	76	80.85	87	69.6
Total	75	100%	102	100%	94	100%	125	100%

**Findings on objective No. 1: To find out the level of academic achievement motivation of secondary school students in Aizawl city in relation to adhoc aided schools and deficit schools.**

Hypothesis 1: There is no significant difference in the level of academic achievement motivation of secondary school students in Aizawl city in relation to adhoc and deficit.

**FIGURE No.1: Bar graph showing the level of academic achievement motivation of secondary school students in Aizawl city in relation to adhoc aided schools and deficit schools.**



The above table no. 1 and figure no. 1 reveal that 1.33% of adhoc students possess high academic achievement motivation whereas no deficit student falls into that particular score range. And 24% of adhoc students are having average academic achievement motivation which is higher than deficit students in

terms of percentage that is 7%. The low academic achievement motivation of adhoc students is 74.67% which is lower than the deficit students whose percentage is 95%.

**Table No 2: Comparison of the level of academic achievement motivation of secondary school students in Aizawl city in relation to adhoc aided schools and deficit schools.**

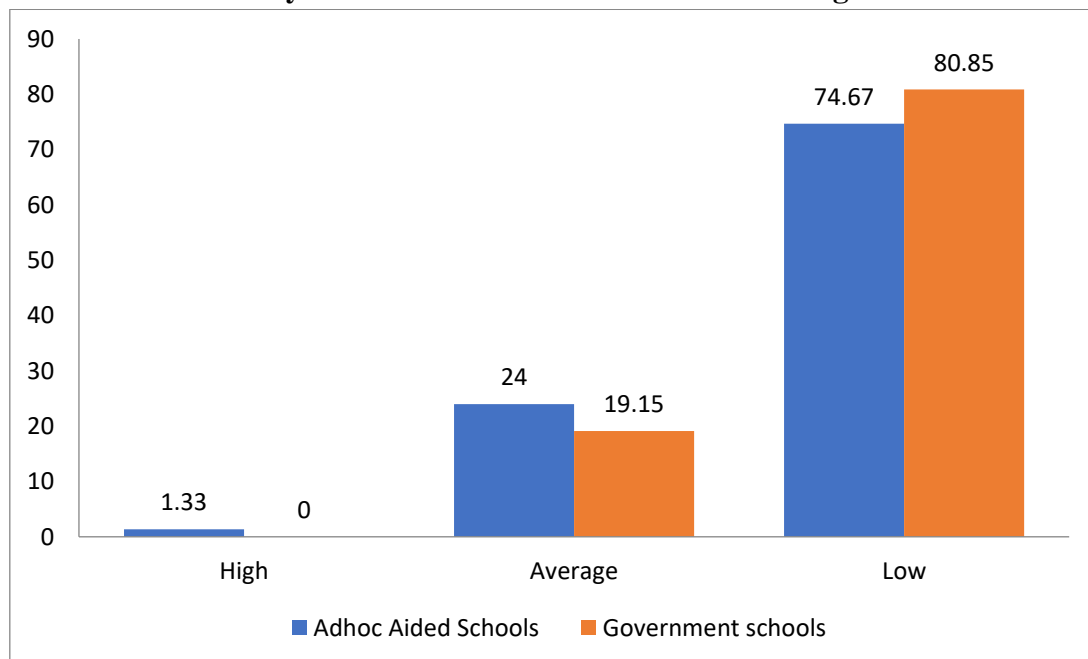
Type of management	N	Mean	Standard Deviation	t-value	Level of Significance
Adhoc	75	22.03	4.89	0.94	Not Significant
Deficit	102	21.38	4.09		

Table no. 2 shows that the calculated t-value i.e. 0.94 is less than the critical t-value i.e. 1.97 and 2.60 at 0.05 and 0.01 level respectively. Hence the null hypothesis is accepted. This indicates that there is no significant difference in adhoc and deficit secondary students with respect to their academic achievement motivation.

**Findings on objective No. 2:** To study the level of academic achievement motivation of secondary school students in Aizawl city in relation to adhoc and government.

Hypothesis 2: There is no significant difference in the level of academic achievement motivation of secondary school students in Aizawl city in relation to adhoc and government.

**FIGURE No.2: Bar graph showing level of academic achievement motivation of secondary school students in Aizawl city in relation to adhoc aided schools and government schools.**



It is inferred from the table no. 1 and figure no.2 that 1.33% of adhoc students possess high academic achievement motivation whereas no government students fall into that particular score range. And 24% of

adhoc students are having average academic achievement motivation which is higher than government students whose percentage is 19.15%. The low academic achievement motivation of adhoc students is 74.67% which is lower than the deficit students which percentage is 80.85%.

**TABLE No. 3: Comparison of academic achievement motivation of secondary school students in Aizawl city in relation to adhoc aided schools and government schools.**

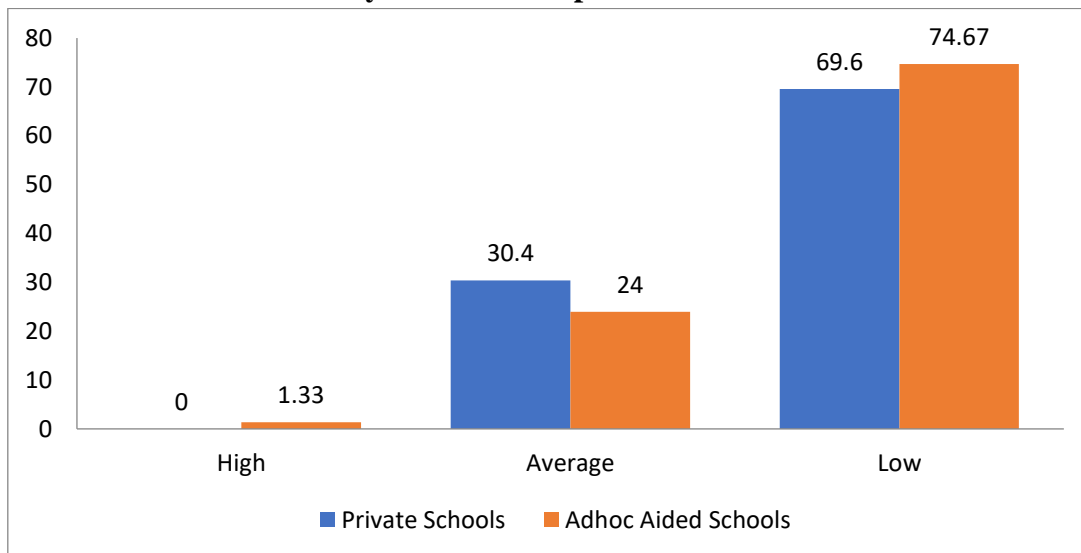
Type of management	N	Mean	Standard Deviation	t-value	Level of Significance
Adhoc	75	22.03	4.89	0.54	Not Significant
Government	94	21.64	4.29		

The above table no. 3 shows that the calculated t-value i.e. 0.54 is less than the critical t-value i.e. 1.97 and 2.60 at 0.05 and 0.01 level respectively. Hence the null hypothesis is accepted. This indicates that there is no significant difference in adhoc and government secondary students with respect to their academic achievement motivation.

**Findings on objective No. 3:** To study the level of academic achievement motivation of secondary school students in Aizawl city in relation to private and adhoc.

Hypothesis 3: There is no significant difference in the level of academic achievement motivation of secondary school students in Aizawl city in relation to private and adhoc.

**FIGURE No. 3: Bar graph showing the level of academic achievement motivation of secondary school students in Aizawl city in relation to private schools and adhoc aided schools.**



The above table no.1 and figure 3 reveal that 1.33% of adhoc students possess high academic achievement motivation whereas no private students fall into that particular score range. And 30.4% of private students are having average academic achievement motivation which is higher than the adhoc aided students whose percentage is 24%. The low academic achievement motivation of private students is 69.6% which is lower than the adhoc aided students whose percentage is 74.67%.

**TABLE No. 4: Comparison of academic achievement motivation of secondary school students in Aizawl city in relation to private schools and adhoc aided schools.**

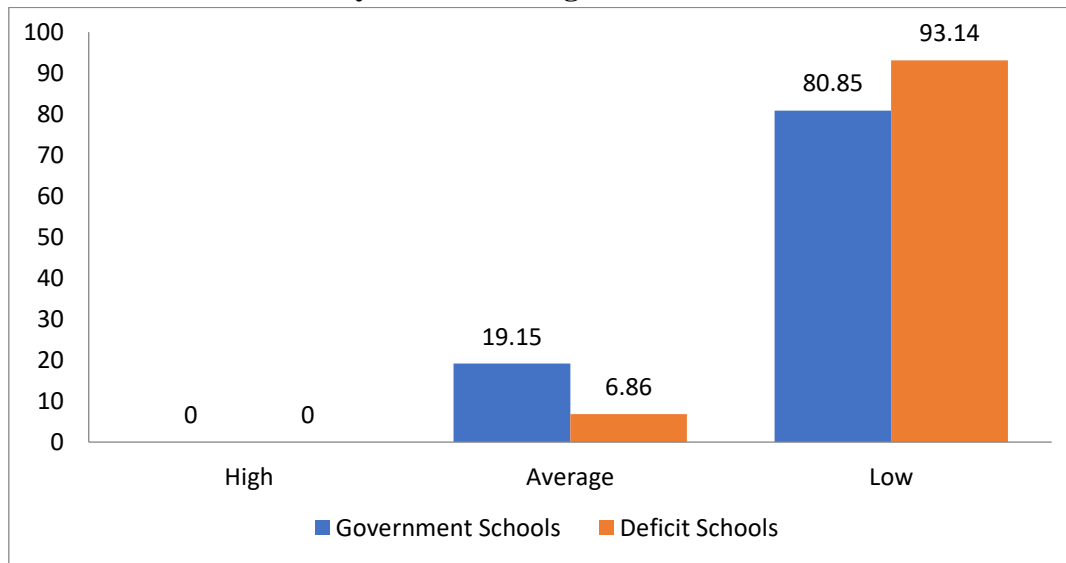
Type of Management	N	Mean	Standard Deviation	t-value	Level of Significance
Private	125	23.61	4.04	2.36	Significant at 0.05
Adhoc	75	22.03	4.89		

Table no. 4 shows that the calculated t- value was found to be 2.36 which is greater than the critical value of t at 0.05 level i.e 1.97 and therefore the null hypothesis is rejected and there is a significant difference at 0.05 level of significance. Hence there is significant difference at 0.05 level of significance between private schools students and adhoc aided schools students of the secondary school students in relation to the level of academic achievement motivation.

**Findings on objective No. 4:** To study the level of academic achievement motivation of secondary school students in Aizawl city in relation to government and deficit.

Hypothesis 4: There is no significant difference in the level of academic achievement motivation of secondary school students in Aizawl city in relation to government and deficit.

**FIGURE No.4: Bar graph showing the level of academic achievement motivation of secondary school students in Aizawl city in relation to government schools and deficit schools.**



It is inferred from the table 1 and figure 4 that no government students and deficit students fall into that particular score range. And 19.15% of government students are having average academic achievement motivation which is higher than the deficit students whose percentage is 6.86%. The low academic achievement motivation of government students is 80.85 % which is lower than the deficit students whose percentage is 93.14%.



**TABLE No.5: Comparison of academic achievement motivation of secondary school students in Aizawl city in relation to government schools and deficit schools.**

Type of Management	N	Mean	Standard Deviation	t-value	Level of Significance
Government	94	21.64	4.29	0.43	Not Significant
Deficit	102	21.38	4.09		

The above table no.5 shows that the calculated t-value i.e. 0.43 is less than the critical t-value i.e. 1.97 and 2.60 at 0.05 and 0.01 level respectively. Hence the null hypothesis is accepted. This indicates that there is no significant difference in government and deficit secondary students with respect to their academic achievement motivation.

**Findings on objective No. 5:** To study the level of academic achievement motivation of secondary school students in Aizawl city in relation to private and deficit.

Hypothesis 5: There is no significant difference in the level of academic achievement motivation of secondary school students in Aizawl city in relation to private and deficit.

**FIGURE No. 5: Bar graph showing the level of academic achievement motivation of secondary school students in Aizawl city in relation to private schools and deficit schools.**

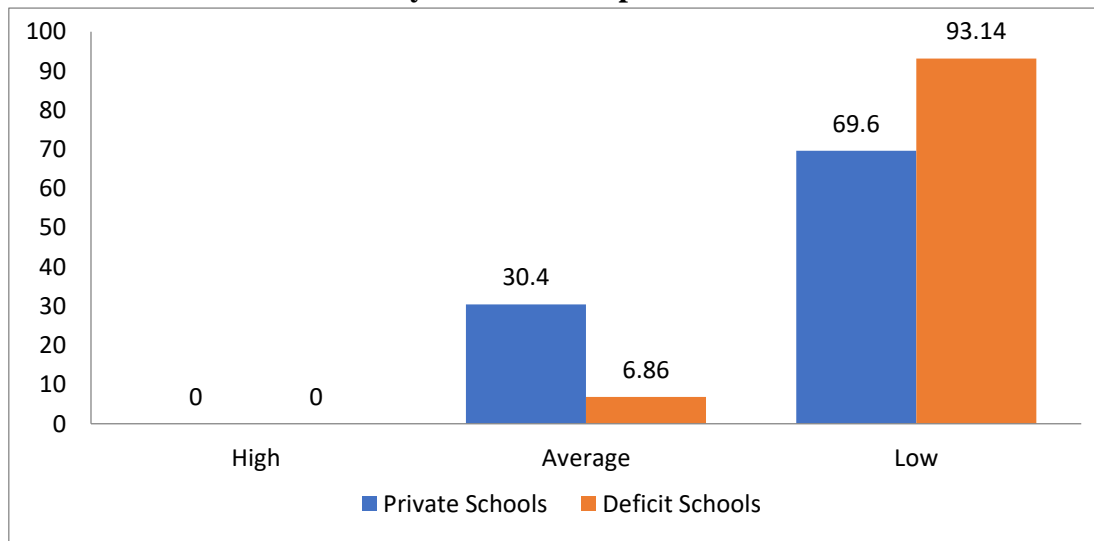


Table no.1 and figure no.5 reveal that no private students and deficit students fall into that particular score range. And 30.4% of private students are having average academic achievement motivation which is higher than the deficit students whose percentage is 6.86%. The low academic achievement motivation of private students is 69.6% which is lower than the deficit students whose percentage is 93.14%.

**TABLE No. 6: Comparison of academic achievement motivation of secondary school students in Aizawl city in relation to private schools and deficit schools**

Type of Management	N	Mean	Standard Deviation	t-value	Level of Significance
Private	125	23.61	4.04	4.11	Significant at 0.01 level
Deficit	102	21.38	4.09		

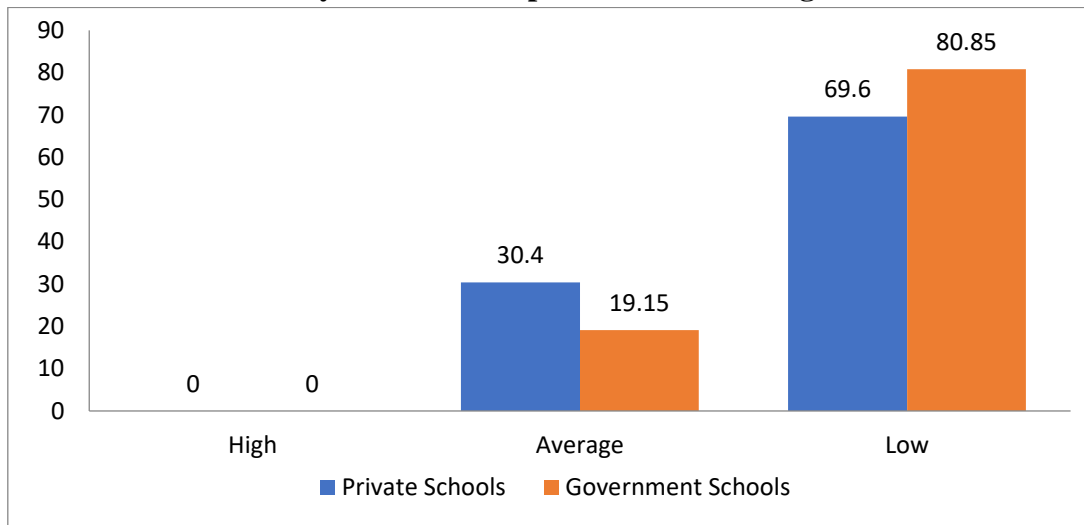
It is inferred from the table no. 6 that the calculated t-value i.e. 4.11 is greater than the critical t-value i.e.

1.97 and 2.59 at 0.05 and 0.01 level respectively. Hence the null hypothesis is rejected. This indicates that there is significant difference in private and deficit secondary students with respect to their academic achievement motivation.

**Findings on objective No. 6:** To study the level of academic achievement motivation of secondary school students in Aizawl city in relation to private and government.

Hypothesis 6: There is no significant difference in the level of academic achievement motivation of secondary school students in Aizawl city in relation to private and government.

**FIGURE No. 6: Bar graph showing level of academic achievement motivation of secondary school students in Aizawl city in relation to private schools and government schools.**



The above table 1 and figure 6 show that no private students and government students fall into that particular score range. And 30.4% of private students are having average academic achievement motivation which is higher than the government students whose percentage is 19.15%. The low academic achievement motivation of private students is 69.6% which is lower than the government students whose percentage is 80.85%.

**TABLE No. 7: Comparison of academic achievement motivation of secondary school students in Aizawl city in relation to private schools and government schools.**

Type of Management	N	Mean	Standard Deviation	t-value	Level of Significance
Private	125	23.61	4.04	3.44	Significant at 0.01 level
Government	94	21.64	4.29		

The table no. 7 reveals that the calculated t-value i.e. 3.44 is greater than the critical t-value i.e. 1.97 and 2.59 at 0.05 and 0.01 level respectively. Hence the null hypothesis is rejected. This indicates that there is significant difference in private and government secondary students with respect to their academic achievement motivation.

## 8. DISCUSSION:

From the findings of the level of academic achievement motivation of secondary school students of Aizawl city in relation to the type of management of the school, it can be seen that there was no significant difference in the comparison between adhoc aided students and deficit students, adhoc aided students and government students and government students and deficit students which is in consistent with the findings made by Bency (2019) and Anandharaja and Balakrishnan (2018) where they concluded that there were no significant differences in the academic achievement motivation in relation to the type of management of schools. However, there was significant difference in the comparison between private students and adhoc aided students, private students and deficit students and private students and government students. From the findings made by Badola (2013) and Chetri (2014) it can be seen that there were significant differences in relation to the type of management of schools. Moreover, Kumar and Yadav (2015) concluded that the academic achievement motivation was higher in private schools when compared with the government schools. From table 1, it can be seen that students with highest percentage of high motivation fell under the adhoc aided schools, the highest percentage of average motivation fell under the private schools and the highest percentage of low motivation was under the deficit schools.

The possible reasons for the existence of significant differences and higher mean scores when private schools were compared with adhoc aided, government and deficit schools might be private schools often have greater financial resources, which allowed them to invest in better infrastructure, modern technology, well-equipped libraries, and other facilities that supported academic excellence and they typically have smaller class sizes compared to public or government-managed schools which allowed for more personalized attention from teachers, better classroom management, and opportunities for individualized instruction, which could enhanced student motivation and engagement. Private schools might have more flexibility in designing their curriculum compared to schools under government management in which this flexibility allowed them to offer specialized programs, advanced courses, and extracurricular activities that cater to diverse student interests and talents, thereby fostering a more motivating learning environment. Private schools often have a strong focus on academic achievement and college preparation that emphasis is reflected in rigorous academic standards, higher expectations for student performance, and a culture that values educational attainment, all of which could motivate students to strive for higher academic goals and parents who chose to enroll their children in private schools often have higher expectations and are more actively involved in their children's education which contribute to a positive academic atmosphere and increased motivation among students.

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