## CORRELATION BETWEEN ACHIEVEMENT MOTIVATION AND ACADEMIC ACHIEVEMENT OF KASTURABA GANDHI BALIKA RESIDENTIAL SCHOOLS STUDENTS

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**ABSTRACT:**

  *In the present study the researcher studied the relationship between academic achievement and achievement motivation of 8th Standard students of KGBV Schools. Researcher selected 14 KGBV Schools as sample and conducted a test on achievement motivation by using the tool developed by Prof. Prathiba Deo and Dr. Asha Mohan (2011). Researcher himself designed a tool on the academic achievement. By using these two tools required data was collected. To analyze the data t-test, one way ANOVA, Karl Pearson Product Moment correlation and Tukeys Multiple posthoc procedure were used. As a result of data analysis there is a positive and significant correlation between academic achievement and achievement motivation. Urban 8th Standard students achievement motivation is better than rural 8th Standard students of KGBV Schools. Urban KGBV students academic achievement is better than Rural KGBV 8th Std. students. As the KGBV School students have low, medium and higher level of achievement motivation students who have low level of achievement Motivation their academic achievement is less students who have medium and high level achievement motivation their academic achievement is good compared to students with low achievement motivation.*

**KEYWORDS***: academic achievement and achievement motivation , socially economical.*

**INTRODUCTION:**

  The central Govt. with the help of MHRD given consent to open KGBV schools in academic year 2005-06 with the help of central Government and State Government opened 71 KGBV residential schools to educate girl children who were socially economical and educationally backward and also rural, SC, ST, OBC girls. These schools also aimed to impart education to drop outs from primary education.

**NEED OF THE STUDY:**

  The Central and State Govt., have provided special opportunities for the education of Girls, KGBV Schools are opened with an intention to impart free and quality education to the Girls who have not completed their primary education i.e., drop outs. In this regard, this study is important to know the academic achievement of KGBV 8th standard students. This study is important to know the influence of achievement motivation on academic achievement of KGBV 8th Standard Students. The result of the study will have far reaching use for teachers in general and guidance and counselors in particular. The

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result of this study would also enable to know the factors that affects the academic achievement of KGBV 8th Standard Students.

## OBJECTIVES OF THE STUDY:

1. To study the difference in achievement motivation among 8th Standard girls of Rural and Urban KGBV Schools.
2. To study the difference in academic achievement of Rural and Urban KGBV Schools.
3. To find the level of academic achievement among the students who have low, medium and higher achievement motivation of 8th Standard girls of KGBV schools.
4. To find the correlation between academic achievement and achievement motivation of 8th Standard Girls of KGBV schools.
5. To find the correlation between academic achievement and achievement motivation of 8th standard girls of Rural KGBV schools.
6. To find the correlation between academic achievement and achievement motivation of 8th Standard girls of Urban KGBV Schools.

## HYPOTHESES:

**1**. There is no significant difference between rural and urban students of Kasturaba Gandhi Balika residential schools with respect to achievement motivation scores

**2**. There is no significant difference between rural and urban students of Kasturaba Gandhi Balika residential schools with respect to their academic achievement scores

**3**. There is no significant difference between students of Kasturaba Gandhi Balika residential schools with low, medium and high level of achievement motivation with respect to academic achievement scores

**4**. There is no significant relationship between academic achievement of students of Kasturaba Gandhi Balika residential schools with achievement motivation scores.

**5**. There is no significant relationship between academic achievement of students of Kasturaba Gandhi Balika rural residential schools with achievement motivation scores.

**6.** There is no significant relationship between academic achievement of students of Kasturaba Gandhi Balika urban residential schools with achievement motivation scores.

## METHODOLOGY:

For the present study the researcher has used causal comparative method under descriptive method of research.

**Sample:**

For the present study, from the four divisions of Karnataka, Mysore, Bengaluru, Belagavi and Gulbarga, totally they are 71 KGBV schools. The researcher selected 14 schools in the ratio of 5:1 from the respective divisions, from these 4 divisions, 512 students were selected as sample of the study.

| Sl No | Division wise No. of Schools in Karnataka | KGBV Schools selected for the study | No. of Students |
|---|---|---|---|
| 1 | Mysore Division ( Total 9 Schools ) | 1) Holenarsipura   2) K.R.Nagara | 58 |
| 2 | Bangalore Division (Total 12 Schools) | 1) Challakere      2) Molakalmuru | 75 |
| 3 | Belagavi Division (Total 19 Schools) | 1) Badami        2) Bagalkote<br>3) Beelagi       4) Vijayapura | 169 |
| 4 | Gulbarga Division (Total 31 Schools) | 1)Gangavathi     2) Karatagi<br>3) Koppal        4) Hospet<br>5) Sandur        6) Sindanuru | 210 |
|  | **Total 71 Schools** | **Total 14 Schools** | **512** |

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**Variables**:
1) Achievement Motivation
2) Academic Achievement

## Tools used for the Collection of Data:
### 1) Achievement Motivation:
This tool was designed by Prof. Pratibha Deo and Dr. Asha Mohan (2011). This Tool tests the following items. (1) Academic Motivation (2) Need for achievement (3) Academic Challenge (4) Achievement anxiety (5) Importance of Marks (6) Meaningfulness of task (7) Relevance of school (8) Attitude towards education (9) Work methods (10) Attitude towards teachers  (11) Interpersonal relations (12) Individual concern (13) General Interests (14) Dramatics  (15) Sports. On assumption basis 13 negative and 37 positive items totally 50 items were included in achievement motivation test. In front of the each items. Always, frequently, some times, rarely and never respectively printed, the students wants to tick ($\sqrt{}$) right mark on one word to the given test items. A positive items carries the weights of 4, 3, 2, 1 and 0 and negative items scored as 0, 1, 2, 3,  and 4. The minimum score obtained can be "0" and the maximum can be "200".

### (1) Academic Achievement Test:
The tool was designed by the researcher to collect the required data related to academic achievement. For this researcher has opted 8th Standard maths, science and social science subjects of second semester portions of 8th Standard text Multiple choice questions are designed by the researcher from 8 units of maths – 60 questions, from 11 units of science 62 questions, 15 units of social science 58 questions are drawn. By discussing with teachers, resource person and educationist the blue print of the questionnaire was prepared. Pilot study was made to select the items, finally 33 questions from maths, 33 questions from science and 34 questions from social science are selected. Totally 100 multiple choice questions were selected each question carries one mark each, the researcher collected required data related to academic achievement by using the tool to 8th Standard students of KGBV schools.

### Statistical Techniques used for Data Analysis:
To analyze the data t-test, one way ANOVA, Karl Pearson's product moment and Tukeys Multiple Posthac procedures were used.

**Hypothesis-1**: There is no significant difference between rural and urban students of Kasturaba Gandhi Balika residential schools with respect to achievement motivation scores
To test or accomplish above hypothesis, the independent t test was performed and the results are presented in the table given below.

*Table:* Independent t test between rural and urban students of Kasturaba Gandhi Balika residential schools with respect to achievement motivation scores

### Table -1

| Location | N | Mean | Std. Dev. | Std. Error | t | p | Signi. |
|----------|-----|--------|-----------|------------|---------|-------|--------|
| Rural | 405 | 147.43 | 21.79 | 1.08 | -3.3327 | <0.05 | S |
| Urban | 107 | 155.48 | 23.76 | 2.30 | | | |

The results of the above table clearly depicted that, the rural and urban students of Kasturaba Gandhi Balika residential schools differs statistically significant with respect to achievement motivation scores (t=-3.3327, p<0.05) at significance level of 5 percent.  Hence, the null hypothesis is rejected and alternative hypothesis is not rejected. It means that, the students of Kasturaba Gandhi Balika urban

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residential schools have significant higher achievement motivation as compared to their counterpart's i.e. students of Kasturaba Gandhi Balika rural residential schools.

**Hypothesis-2**: There is no significant difference between rural and urban students of Kasturaba Gandhi Balika residential schools with respect to their academic achievement scores

To test or accomplish above hypothesis, the independent t test was performed and the results are presented in the table given below.

*Table:* Independent t test between rural and urban students of Kasturaba Gandhi Balika residential schools with respect to their academic achievement scores.

**Table -2**

| Location | N | Mean | Std. Dev. | Std. Error | t | p | Signi. |
|----------|-----|-------|-----------|------------|---------|-------|--------|
| Rural | 405 | 66.66 | 14.99 | 0.74 | -4.9898 | <0.05 | S |
| Urban | 107 | 74.76 | 14.73 | 1.42 | | | |

The results of the above table clearly depicted that, the rural and urban students of Kasturaba Gandhi Balika residential schools differs statistically significant with respect to their academic achievement scores (t=-4.9898, p<0.05) at significance level of 5 percent. Hence, the null hypothesis is rejected and alternative hypothesis is not rejected. It means that, the students of Kasturaba Gandhi Balika urban residential schools have significant higher academic achievement as compared to their counterpart's i.e. students of Kasturaba Gandhi Balika rural residential schools

**Hypothesis-3**: There is no significance difference between students of Kasturaba Gandhi Balika residential schools with low, medium and high level of achievement motivation with respect to academic achievement scores

To test or accomplish above hypothesis, the one way ANOVA test was performed and the results are presented in the table given below.

*Table:* one way ANOVA test between students of Kasturaba Gandhi Balika residential schools with low, medium and high level of achievement motivation with respect to academic achievement scores.

**Table -3**

| Sources of variation | Degrees of freedom | Sum of squares | Mean sum of squares | F-value | P -value | Signi. |
|----------------------|--------------------|----------------|---------------------|----------|----------|--------|
| Between levels | 2 | 49929.08 | 24964.54 | 183.1518 | <0.05 | S |
| Within levels | 509 | 69379.34 | 136.31 | | | |
| Total | 511 | 119308.42 | | | | |

From the results of the above table, it can be observed that, a significant difference was observed between students of Kasturaba Gandhi Balika residential schools, who belongs to low, medium and high level of achievement motivation with respect to academic achievement scores (F=183.1518, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is not rejected. It means that, the students of Kasturaba Gandhi Balika residential schools with low, medium and high level of achievement motivation have different academic achievement scores.

Further, if F is significant, to know the pair wise comparisons of low, medium and high level of achievement motivation with academic achievement scores of students of Kasturaba Gandhi Balika

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residential schools by applying the Tukeys multiple posthoc procedures and the results are presented in the following table.

*Table:* Pair wise comparisons of students of Kasturaba Gandhi Balika residential schools belongs to low, medium and high level of achievement motivation with respect to academic achievement scores by Tukeys multiple posthoc procedure.

### Table -4

| Levels | Low level of achievement motivation | Medium level of achievement motivation | High level of achievement motivation |
|---|---|---|---|
| N | 66 | 377 | 69 |
| Mean | 50.48 | 67.74 | 88.75 |
| SD | 15.22 | 11.92 | 3.60 |
| Low level of achievement motivation | - | | |
| Medium level of achievement motivation | P=0.0001* | - | |
| High level of achievement motivation | P=0.0001* | P=0.0001* | - |

*p<0.05

From the results of the above table, it can be observed that,
- A significant difference was observed between students of Kasturaba Gandhi Balika residential schools belongs to low and medium level of achievement motivation with respect to academic achievement scores at 5% level of significance. It means that, the students belongs to medium level of achievement motivation have significant higher academic achievement scores as compared to students of Kasturaba Gandhi Balika residential schools belongs to low level of achievement motivation.
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- A significant difference was observed between students of Kasturaba Gandhi Balika residential schools belongs to low and high level of achievement motivation with respect to academic achievement scores at 5% level of significance. It means that, the students belongs to high level of achievement motivation have significant higher academic achievement scores as compared to students of Kasturaba Gandhi Balika residential schools belongs to low level of achievement motivation.

A significant difference was observed between students of Kasturaba Gandhi Balika residential schools belongs to medium and high level of achievement motivation with respect to academic achievement scores at 5% level of significance. It means that, the students belongs to high level of achievement motivation have significant higher academic achievement scores as compared to students of Kasturaba Gandhi Balika residential schools belongs to medium level of achievement motivation.

**Hypothesis-4**: There is no significant relationship between academic achievement of students of Kasturaba Gandhi Balika residential schools with achievement motivation scores.

To test or accomplish above hypothesis, the Karl Pearson's product moment correlation method has been applied and the results are presented in the table given below.

*Table:* Results of "r" between academic achievement and achievement motivation of students of Kasturaba Gandhi Balika residential schools.

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<div align="center">**Table -5**</div>

| | Correlation coefficient between academic achievement scores with | | |
|---|---|---|---|
| | r-value | t-value | P-value |
| Achievement motivation | 0.7014 | 22.2258 | <0.05, S |

The above table represents the Results of "r" between academic achievement and achievement motivation of students of Kasturaba Gandhi Balika residential schools.  It clearly shows that, a significant and positive relationship was observed between academic achievement and achievement motivation of students of Kasturaba Gandhi Balika residential schools (r=0.7014, p<0.05) at 5% level of significance.  Hence, the null hypothesis is rejected and alternative hypothesis is not rejected.  It means that, the achievement motivation scores are increases or decreased with increase or decrease in academic achievement scores of students of Kasturaba Gandhi Balika residential schools. In another words, the academic achievement and achievement motivation of students of Kasturaba Gandhi Balika residential schools are dependent on each other.

**Hypothesis-5**: There is no significant relationship between academic achievement of students of Kasturaba Gandhi Balika rural residential schools with achievement motivation scores.
          To test or accomplish above hypothesis, the Karl Pearson's product moment correlation method has been applied and the results are presented in the table given below.

*Table:* Results of "r" between academic achievement and achievement motivation of students of Kasturaba Gandhi Balika rural residential schools

<div align="center">**Table -6**</div>

| | Correlation coefficient between academic achievement scores of rural students with | | |
|---|---|---|---|
| | r-value | t-value | P-value |
| Achievement motivation | 0.6831 | 18.7777 | <0.05, S |

The above table represents the Results of "r" between academic achievement and achievement motivation of students of Kasturaba Gandhi Balika rural residential schools.  It clearly shows that, a significant and positive relationship was observed between academic achievement and achievement motivation of students of Kasturaba Gandhi Balika rural residential schools (r=0.6831, p<0.05) at 5% level of significance.  Hence, the null hypothesis is rejected and alternative hypothesis is not rejected.  It means that, the achievement motivation scores are increases or decreased with increase or decrease in academic achievement scores of students of Kasturaba Gandhi Balika rural residential schools. In another words, the academic achievement and achievement motivation of students of Kasturaba Gandhi Balika rural residential schools are dependent on each other.

**Hypothesis-6**: There is no significant relationship between academic achievement of students of Kasturaba Gandhi Balika urban residential schools with achievement motivation scores.
          To test or accomplish above hypothesis, the Karl Pearson's product moment correlation method has been applied and the results are presented in the table given below.

*Table:* Results of "r" between academic achievement and achievement motivation of students of Kasturaba Gandhi Balika urban residential schools.

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**Table -7**

| | Correlation coefficient between academic achievement scores of urban students with | | |
| --- | --- | --- | --- |
| | r-value | t-value | P-value |
| Achievement motivation | 0.7335 | 11.0578 | <0.05, S |

The above table represents the Results of "r" between academic achievement and achievement motivation of students of Kasturaba Gandhi Balika urban residential schools. It clearly shows that, a significant and positive relationship was observed between academic achievement and achievement motivation of students of Kasturaba Gandhi Balika urban residential schools (r=0.7335, p<0.05) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is not rejected. It means that, the achievement motivation scores are increases or decreased with increase or decrease in academic achievement scores of students of Kasturaba Gandhi Balika urban residential schools. In another words, the academic achievement and achievement motivation of students of Kasturaba Gandhi Balika urban residential schools are dependent on each other.

**RESULT OF THE STUDY:**
1) There is a difference in achievement motivation of 8th Standard girls of Rural and Urban KGBV Schools. Urban 8th Standard girls achievement motivation better than rural 8th Standard girls of KGBV Schools.
2) There is a difference in academic achievement among 8th standard girls rural and Urban KGBV schools. Urban KGBV girls academic achievement is better than Rural KGBV 8th standard Girls.
3) As compared to students who have low level of achievement Motivation, their academic achievement is less compared to the students who have medium and high level achievements motivation these students academic achievement is good.
4) There is a significant and positive correlation between academic achievement and achievement motivation among both rural and urban 8th Standard girls of KGBV schools.
5) There is a significant and positive correlation between academic achievement and achievement motivation among 8th standard rural girls of KGBV schools.
6) There is a significant and positive correlation between academic achievement and achievement motivation among 8th standard urban girls of KGBV schools.

**CONCLUSION:**
From the present study on 8th Standard girls of KGBV school on Academic Achievement and achievement motivation significant correlation is found between academic achievement and achievement motivation. By knowing the significance of achievement motivation the teachers wants to motivate the students through various activities to improve the academic achievement.

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