
Achievement Motivation: A Comparative Study of Private and Government School Students

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ABSTRACT

The present research study aim is to know the achievement motivation of school with relation to their Gender in Jalgaon city. The sample consisted of 120 Secondary school going students in Jalgaon city. Out of which 60 were private school student and 60 were Government school students. For the investigation Achievement Motivation scale of V.P. Bhargava (1994) was used. The obtained data was analyzed through 't' test to know the significant difference between the boys and girls in the private school student and a significant difference in Achievement Motivation Government school students. Result show that the student of private school have significantly higher in Achievement Motivation in comparison to Government school students.

Keywords: *Achievement Motivation, Private and Government School Students*

In the present competitive world everybody desires for a high level of achievement. Today's modern society expects everyone to be a high achiever. Quality of performance has been regarded as a key factor for personal progress and national development. A modern democratic society cannot achieve its aim of economic growth, technical development and cultural advancement without fully harnessing the talents of its citizens, because enlightened citizens are said to be the most valuable assets of society, who cherish democratic values preserve in basic human preserve in basic human freedom .Achievement motivation is an important determinant of aspiration, effort and persistence. When an individual expects that his performance will be evaluated in relation to some standard of excellence, such behavior is achievement oriented. There is a universal tendency in man to strive, to excel and succeed and to win and go ahead of others. This tendency can be called the self assertion or the motive to achieve.

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REVIEW OF LITERATURE

Ryckman et al. (1988) conducted a study on gender relationships among intellectual achievement, responsibility, questionnaire and measured achievement and grades. Data were collected from 145 girls and 142 boys of fourth to sixth grade students of California using California achievement test. The results revealed no significant gender differences in academic achievement of the students. **Cherian (1992)** investigated the relationship between parental education and academic achievement of 369 boys and 652 girls whose ages ranged from 13 to 17 years of Transkei in South Africa. The marks obtained by the pupils in the class were aggregated as the criterion measure of academic achievement of the students. Findings revealed significant effect of parental education on academic achievement of their children. **Vijayalakshmi and Natesen (1992)** studied factors influencing academic achievement on a sample of 100 students consisting of 50 boys and 50 girls studying in ninth standard of Coimbatore. The total marks obtained by the students in quarterly and half yearly examination were taken as academic achievement. Findings indicated significant gender difference in academic achievement and girls were found to have higher academic achievement as compared to boys. **Khare and Garewal (1996)** conducted a study on home environment and academic achievement of elementary school children. The sample comprised of 212 students of middle schools of Bhopal. The results revealed a significant difference in academic achievement of boys and girls. Boys were found to have better academic achievement than girls.

OBJECTIVES OF THE STUDY

- 1) To compare the achievement motivation of government school boys and girls students.
- 2) To compare the achievement motivation of private school boys and girls students.
- 3) To study the effect of difference on achievement motivation of government and private school going students.

Hypothesis -

- 1) There is significant difference between private school boys and girls students in achievement motivation.
- 2) There is significant difference between government school boys and girls students in achievement motivation.
- 3) There is significant difference between government and private school going students in achievement motivation.

Variable -

A) Independent variable

- 1) Gender - Boys and Girls
- 2) School - Private and Government

B) Dependent variable

- 1) Achievement motivation.

METHOD

Sample of the study -

The sample chosen for this research is the 120 student of government and private school students from jalgaon city were selected by random sampling method. Out of which 60 were private school students and 60 were Government school students living in jalgaon city.

Tools -

Achievement motivation -

In the present study to measure Achievement motivation level, Achievement motivation Scale develops by V.P.Bhargava was used. It can be used as a group of individual test. It takes about 15 to 25 minutes to complete all twenty five items of the test. Its test- retest reliability is 0.63 and spilt-half reliability is 0.72.The test by showing that recognized high achievement score high on this test.

Procedure of data collection -

The students who were studying in private and Government school going students lived in jalgaon city. Data were randomly selected and Achievement Motivation scale by V.P. Bhargava (1994) administered and data was collected.

Statistical analysis

't' test was applied to know the significant difference between private and government school going students living in jalgaon city.

RESULT & DISCUSSIONS

Table-I, Level of Achievement motivation in private school boy and girls students.

Group	N	DF	Mean	S.D	't' value	Level of sign
Private school Boys	30	58	21.09	3.63	2.98	0.05
Private school Girls	30		18.90	3.25		

Significant at 0.05 levels (1.98)

Table No-01 show the level of achievement motivation in private school boys and girls student was found significant at 0.05 levels.

Table No-01shows those boys' students would have higher achievement motivation compared with girl's student.

Table-01 shows clear and significant difference in achievement motivation between boys and girls student. On achievement motivation private school boys mean score significantly higher than private school going girls.

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Table-II, Level of Achievement motivation in government school boys and girls students.

Group	N	DF	Mean	S.D	't' value	Level of sign
government school Boys	30	58	17.00	3.50	2.44	0.05
government school Girls	30		19.5	2.60		

Significant at 0.05 levels (1.98)

Table No-02 show the level of achievement motivation in government school boys and girls student was found significant at 0.05 levels.

Table No-02 shows that government school girl's students would have higher achievement motivation compared with boys' student.

Table -02 shows clear and significant difference in achievement motivation between boys and girls student. On achievement motivation girls mean score significantly higher than government school going boys.

Table-III, Level of Achievement motivation in private & government school going students.

Group	N	DF	Mean	S.D	't' value	Level of sign
Private school students	60	118	21.72	3.21	2.93	0.05
government school students	60		17.97	3.98		

Significant at 0.05 levels (1.98)

Table No-3 show the level of achievement motivation in private and government school students was found that significant at 0.05 levels.

Table No-3 shows that private students would have higher achievement motivation compared with government school student.

Table -03 shows clear and significant difference in achievement motivation between private & government school students. On achievement motivation private school student mean score significantly higher than government school student.

DISCUSSION

First hypothesis Result obtained after analysis it data are show table no -01 reveals that significant difference was found between private school boys and girls students with reference to their achievement motivation . That's why above hypothesis is accepted. It means that today's educational, family and economical factor are mostly affecting on boys achievement motivation then girls.

Second hypothesis result obtained after analysis it data are show table no-2 reveals that there would be significant difference was found between government school boys and girls students with reference to their achievement motivation. The finding of the present study is in agreement with the studies conducted by **Vijayalakshmi and Natesen (1992)** studied factors influencing academic achievement on a sample of 100 students consisting of 50 boys and 50 girls studying in ninth standard of Coimbatore. The total marks obtained by the students in quarterly and half yearly examination were taken as academic achievement. Findings indicated significant gender difference in academic achievement and girls were found to have higher academic achievement as compared to boys. That is why the above finding can be supported by the conclusion of the studies carried out by **Vijayalakshmi and Natesen (1992)**.

Third hypothesis shows that private students would have higher achievement motivation compared with government school student. It's clear and significant difference in achievement motivation between private & government school students. On achievement motivation private school student mean score significantly higher than government school student.

CONCLUSION

- 1) There is significant difference between private school boys and girls students with relation to achievement motivation.
- 2) There is significant difference between Government school boys and girls students with relation to achievement motivation.
- 3) There is significant difference between Government and private school students with relation to achievement motivation.

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