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A Study of Academic Achievement of Senior Secondary School Students in Context to their Academic Motivation

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ABSTRACT:

The achievement of the child depends upon the conceptual learning and understanding in class. It is pertinent to mention that economic, social and cultural factors impact the contribution in academic achievement of the students. It further depends on numerous factors like an individual interest, aptitude, capacity and motivation in the subject that they study; the methods and approaches adopted by teachers in class, family environment, study habits and mental makeup, certain factors of personality and social surroundings do also develop desirable performance of the students. Academic success reflects the student's development by offering insights into his/her effectiveness and advancement. The focus on the type of information required about students and the best ways to gather it has changed over the years. The current trend involves utilizing various types of assessments including oral, objective, essay exams, and specific standardized tests to measure different aspects of student achievement. The relationship between student involvement and academic motivation one form of self-discipline that can have both a beneficial and bad effect on a person's conduct is academic motivation. According to research, students who actively participate show higher levels of self-efficacy than their peers who are less interested; these students also tend to devote more time to their studies. Student involvement is increased by external motivation such as material rewards, competition, parental involvement, and similar elements. It is because of this that the researcher has selected on unexplored territory, i.e. non-cognitive variable and their resultant bearing upon achievement.

Keywords: *Academic Motivation, Academic Achievement, Personality, Extroversion*

Introduction:

The achievement of students is affected by an individual, social and environmental factor. Environmental, social, and personal factors all affect students' achievement. Additionally, academic performance and some factors associated with achievement motivation have been linked to anxiety, according to researchers and social scientists, particularly in the field of educational psychology. Adaptation patterns, worry about failure and happiness from success, study habits, intelligence, educational institution characteristics, curriculum kinds, parents' educational attainment, joint and nuclear family configurations, family socioeconomic status, parenting styles, etc. Additionally, a variety of study-related issues greatly contribute to a certain type of anxiety that has an impact on students' academic performance.

Objective –

1. To study the academic achievement between male and female Government senior secondary school students.
2. To study the academic achievement between male and female private senior secondary school students.
3. To study the academic achievement and level academic motivation of Government senior secondary school students

Hypothesis –

1. There is no significant difference between academic achievements of male and female Government senior secondary school students.
2. There is no significant difference between academic achievements of male and female Private senior secondary school students.
3. There is no significant difference between academic achievements and level academic motivation of senior secondary school students

Review Of Literature –

Academic achievements for students relation to three correlates i.e., anxiety, learning styles and school environment. After having discussed factors mentioned in introductory chapter it becomes pertinent to review the studies that have been conducted to understand academic achievement. In the context of the correlates discussed earlier, it may be said that education is a tri-polar process which involves interplay, of the educator, and social forces. The educator tries to modify the personality i.e. the child in the light of the needs of the society. But it is possible only when the child is an active participant in the educational activities.

4. **The Alam study (2001)**^[1] “aimed at determining academic achievement in relation to socio- economic status and to view the extent up to which academic achievement of the children was affected by their anxiety level. Results showed that there is a significant positive relationship between socioeconomic status and academic achievement; and negative relationship between anxiety and academic achievement”.

Singh, Indoo and Ajeya.Jha1(2013)^[2] conducted a study of academic achievement, academic anxiety and general anxiety in schedule caste and general caste students. The results demonstrated that no specific difference between the academic achievement of schedule caste and general students.

Singh, Y.G. (2010). ^[3]“Mathematics anxiety among Aligarh Muslim University and Missionary schools and its relationship to achievement in Mathematics”. It revealed that the females displayed more anxiety toward math than the male and also low level of math anxiety was observed of Aligarh Muslim University and Missionary schools and high level of math anxiety was observed of Government aided and Government schools.

Kumari (2010) ^[4] investigated the relationship of academic anxiety and achievement motivation of 400 secondary school students. The study results indicated that academic achievement was positively to achievement motivation and negatively related to academic anxiety. The results have shown that no significantly different between of academic anxiety and achievement motivation of boys and girls.

Neelam (2013)^[5] aimed at defining the academic achievement of 200 secondary school students having different level of academic anxiety of Mandi district of Himachal Pradesh. It revealed that the academic anxiety and academic achievement both are highly correlated to each other, but high academic anxiety finds in low academic achievement and vice-versa. She also found that the academic achievement of girls were better than boys.

Sehnaz (2015)^[6] In this Study the level of test anxiety in relation to their academic achievement of B.A. 2nd semester students of provincialised colleges of Nalbari town. It found that positive correlation between academic achievement of students and test anxiety.

The Chamundeswari study (2015)^[7] aimed at defining the school environment, emotional intelligence and academic achievement of 300 students. The study results revealed that there were significant correlation between school environment and academic achievement of students. Additionally, a significant differences between matriculation, higher secondary students in state board, central board schools of school environment and academic achievement.

RESEARCH METHODOLOGY –

To ensure reliable and objective results method is marked by objectivity. The validity and reliability of tools of investigation ensure systemization of the design and procedure of the study. For conducting scientific inquiry, the first thing is to define the operational feature of the problem. The objectives are then translated into researchable hypotheses. Keeping in view the objectives and the corresponding hypotheses sample, tools, procedure and design is set accordingly.

METHOD OF THE STUDY –

The sampling procedure and size of the sample are discussed in the second stage. In the last stage the tool to be used and statistical analysis have been “The objectives of the study were to study the academic achievement of the senior secondary school students in relation to their, Learning Styles and School Environment”. The survey offers a quick and cost-effective way to learn data about individuals, their issues, and their behavior—and occasionally the answer as well. One must choose a sample for the survey, which is often a tiny subset of the population under investigation. Every member of the population will have a quantifiable and perfect equal chance of selection thanks to its scientific selection.

SELECTION OF POPULATION AND SAMPLE –

Samples are small portions of a population selected for observation, analysis, and data gathering. The qualities and quantitative traits of the population from which the sample is drawn can be effectively anticipated by examining the attributes and details of the sample. For accurate conclusions and results, the sample must genuinely represent the population's traits, devoid of any bias.

ANALYSIS & INTERPRETATION OF DATA-

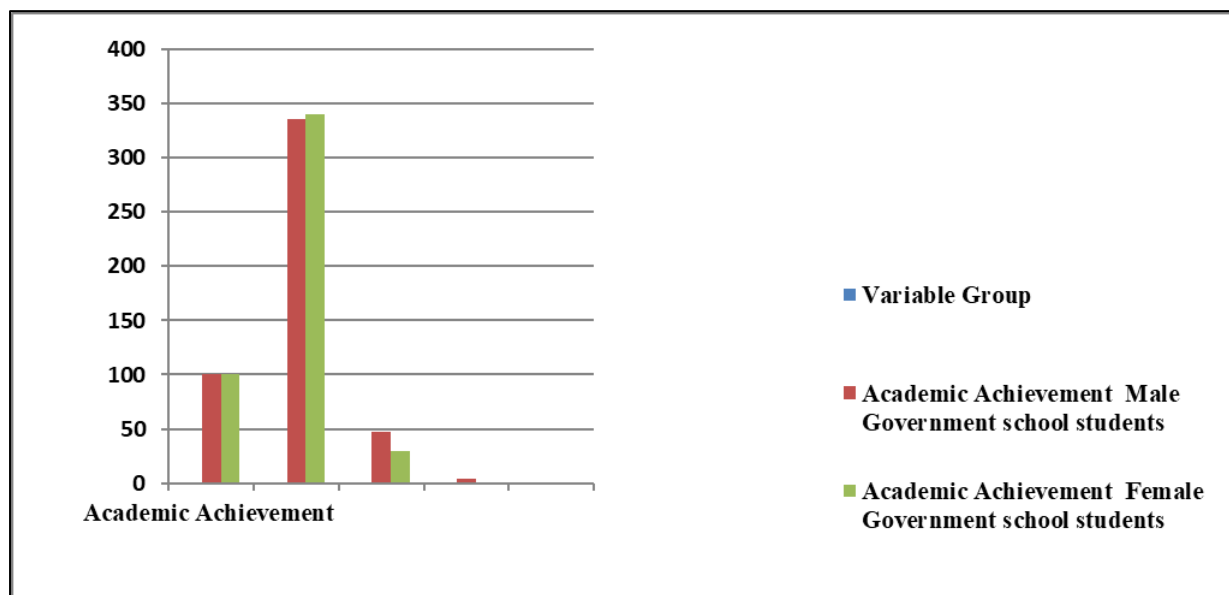
The researcher cannot reach their goal without interpreting the data gathered using the tools employed in the study. The raw scores hold no meaning without context. The main data gathered from the students were thoroughly analyzed using statistical methods to offer valuable insight into the impact of students' academic performance

H¹- Academic achievement of male and female government senior secondary school students- The evaluation of the importance of the difference in academic performance between male and female government senior secondary school students was conducted using Mean, Standard Deviation, and t-test as presented in table no. 1

Table no. 1

Academic Achievement of male and female students in government senior secondary schools

Academic Achievement						
Variable	Group	N	Mean Scores	S.D's	t'- value	Level of Significance
Academic Achievement	Male Government school students	100	335.5	47.4	3.812	Significant at 0.01 Level
	Female Government school students	100	340.8	30.6		



Results and Discussion

It is evident from Table 4.3 that the average scores pertaining to academic achievement for male and female government school students are 335.5 and 340.8 with standard deviations of 47.4 and 30.6, respectively. The 't' ratio for the aforementioned groups is 3.812, which is statistically significant at the 0.01 level. Consequently, a notable difference exists between male and female government school students regarding academic achievement. Therefore, the previously posited hypothesis, "There is no significant difference in academic achievements of male and female students of government schools," is not upheld. Furthermore, it is indicated in Table 4.3 that the mean score of female government school students is higher than their male counterparts. This suggests that female government school students exhibit superior academic achievement when compared to male government school students.

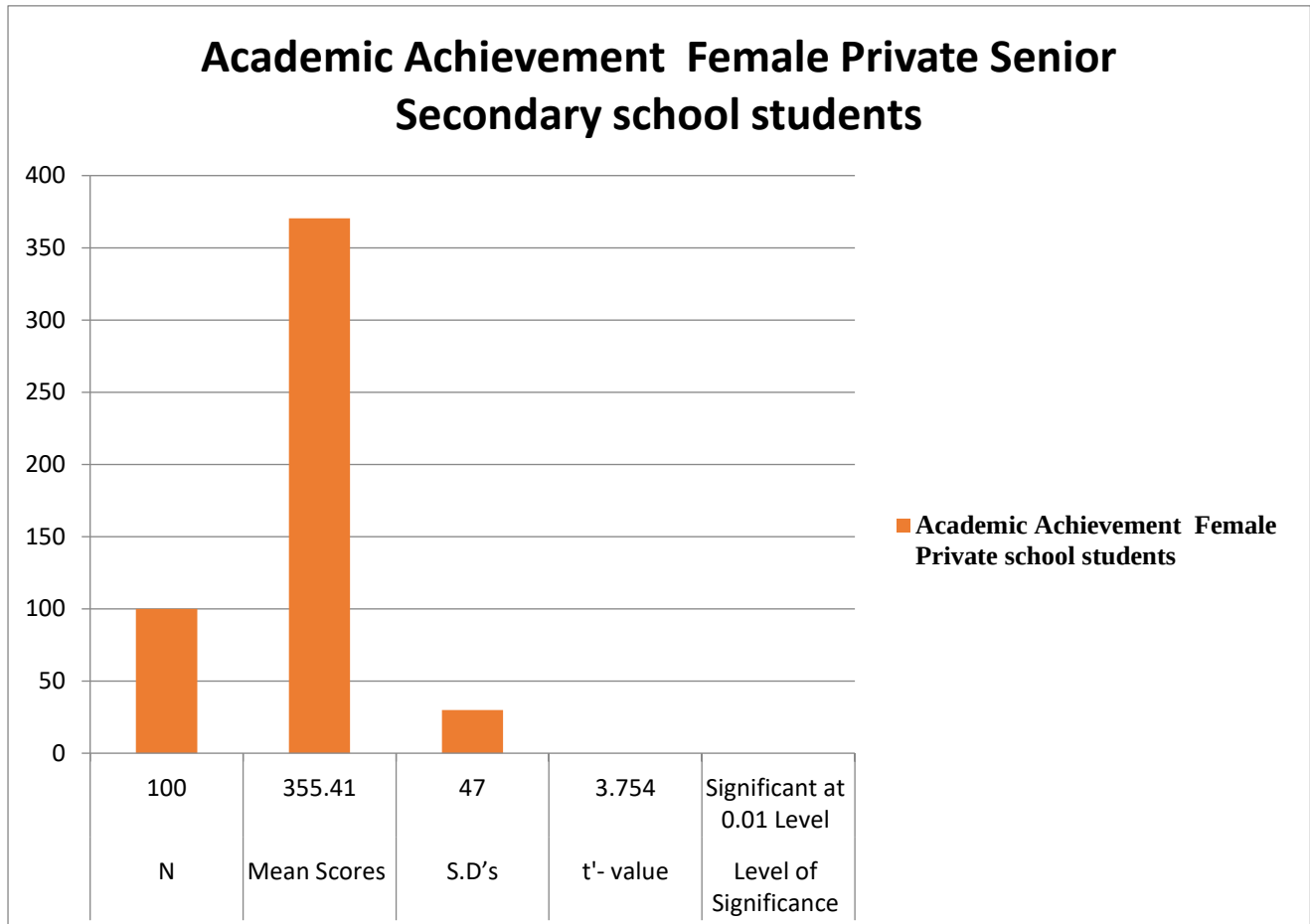
H2 - Academic achievement of male and female private senior secondary school students

The evaluation of the magnitude of the disparity in academic performance between male and female students enrolled in private senior secondary schools was conducted utilizing the Mean, Standard Deviation, and t-test statistics presented in Table no.2

Table no.2

Academic Performance of Male and Female Students in Private Senior Secondary School

Academic Achievement Private Senior Secondary School Students						
Variable	Group	N	Mean Scores	S.D's	t'- value	Level of Significance
Academic Achievement	Male Private school students	100	355.41	47.42	3.754	Significant at 0.01 Level
	Female Private school students	100	370.43	30.65		



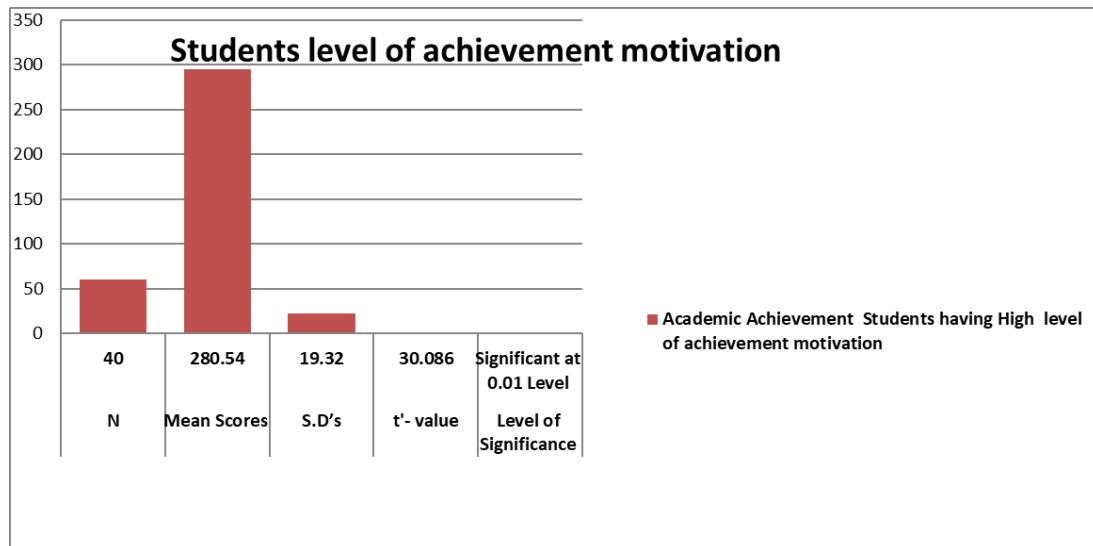
Results and Discussion

It is evident from Table 2 that the average academic achievement scores of male and female private school students are 355.41 and 370.43, with standard deviations of 47.42 and 30.65, respectively. The computed 't' ratio derived from the aforementioned two groups is 3.754, which is significant at the 0.01 level of significance. Consequently, a significant difference exists between the academic achievements of male and female students in government schools. Therefore, the previously formulated hypothesis, "There is no significant difference in academic achievements of male and female students of private schools," is rejected. Additionally, it is observed from Table 2 that the average score of female private school students (355.41) surpasses that of their male counterparts (370.43). Female private school students were found to exhibit higher levels of academic achievement in comparison to their male private school peers.

H³- To study the academic achievement and level academic motivation of Government senior secondary school students

Table no. 3

Academic Achievement Private Senior Secondary School Students						
Variable	Group	N	Mean Scores	S.D's	t'-value	Level of Significance
Academic Achievement	Students having low level of achievement motivation	40	280.54	19.32	30.09	Significant at 0.01 Level
	Students having High level of achievement motivation	60	295.27	22.14		



Results and Discussion

From Table 3, it is clear that the average scores of academic achievement for students with low and high levels of achievement motivation are 280.54 and 295.27, with standard deviations of 19.32 and 22.14, respectively. The 't' ratio calculated from the two groups above is 30.09, which is significant at the 0.01 level. There is no significant difference in academic achievement between senior secondary school students with high and low levels of achievement motivation, is rejected. It was observed from table 3 that the average score of students with a high level of achievement motivation (295.27) is significantly greater than that of students with a low level of achievement motivation (280.54). Students with a high degree of achievement motivation demonstrated greater academic success compared to their peers who exhibited low levels of achievement motivation.

Conclusion:

The present study sought to examine the academic achievement of senior secondary school students in relation to various influencing factors such as intelligence, socio-economic background, motivation, and study habits. The findings reveal that academic achievement is not a product of a single determinant but the result of a complex interplay of cognitive, personal, and environmental factors. Students with higher levels of intrinsic motivation, supportive family environments, and positive attitudes towards learning consistently performed better academically than their peers. Furthermore, the study highlights the crucial role of teachers and educational institutions in fostering a learning environment that promotes curiosity, discipline, and self-efficacy among students. Effective guidance, timely feedback, and inclusive teaching practices were found to significantly contribute to improved student performance. It is also evident that socio-economic disparities continue to impact academic outcomes, emphasizing the need for equitable educational opportunities and resources for all learners. In conclusions, the academic achievement of senior secondary school students is a multifaceted construct shaped by both internal and external influences. Efforts to enhance student performance must therefore adopt a holistic approach—addressing cognitive skills, emotional well-being, family support, and institutional effectiveness. Future research may further explore how modern pedagogical strategies, digital learning tools, and psychological interventions can strengthen academic achievement in diverse educational settings.

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