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ACHIEVEMENT MOTIVATION AMONG SCHOOL HEADS OF SECONDARY SCHOOLS

Smt T.S Anitha

PhD Scholar

Department of Education

Sri Padmavathi Mahila Visva Vidyalam, Tirupati

Dr. V.Madhavi

Associate Professor

Department of Education

Sri Padmavathi Mahila Visva Vidyalam, Tirupati

Abstract:

The main purpose of the study was to study achievement motivation among School heads working in Zilla Parishad High Schools of Chittoor District of Andhra Pradesh and to determine association of demographic variables and their Achievement motivation. The participants of the study were 50 High School Heads belonging to Zilla Parishad High Schools of Chittoor District, Andhra Pradesh, India. The researchers used a two point Achievement Motivation scale (AMS) prepared by Costello and adapted by O.P.Misra and S.K.Srivastava for the purpose of measuring the achievement motivation of School Heads. The tool is a standardised tool for measuring achievement motivation of School Heads. The findings revealed that the school heads in general had a moderate to low achievement motivation. This is true irrespective of the gender, age, number of years of experience, locality of the School. Based on the findings, suggestions were made that the same study may be extended to study achievement motivation of Primary School and High School Teachers and school heads of different management schools from all over the state to know the real achievement motivation levels of School heads and teachers. Different other variables such as Educational qualifications, type of management, trainings attended etc can be involved and a study can be taken up to examine achievement motivation in depth.

Key words: Achievement Motivation, School Heads, Secondary Schools

1. Introduction

Achievement motivation is a learned disposition describe to attain success in achievement situation and take pride in accomplishing successful performance. The presence of achievement motive in person reflects his wish to do well. It refers to the behaviour of an individual who strives to accomplish something and excel others in performance. This involve competition with a particular standard of excellence of performance. It reflects a desire under tendency to accomplish something difficult. The individual pleasure and his accomplishment and he regards difficult situation as a challenge which he must accept. The achievement oriented person tries to attain something for which he has to overcome many hurdles.

Mc. Clelland et al (1953) explained the concept of achievement motivation in terms of achievement goal. As pointed out by Heckhausen (1967) Pratap and Srivastava (1983), the standard of excellence may be task related or self-related. When it is task related, the person tries to attain a high degree of perfection as the result of his performance. When it is self-related, the person compares his achievement with those of others. With achieving the standards of excellence, the man is usually confronted with us mental state where he has to hope of success and side by side a fear of failure. Both these aspects may be present whenever this ability is put to test and when there is some degree of uncertainty about whether he will succeed or fail. The theory of motivation asserts that a person's motive to achieve (n-achievement); his motive to avoid failure, and his expectations from success in some venture strongly influence the character of motivation and it is expressed in the level of aspiration, preference for his willingness to put forth effort and to persist in an activity (Atkinson and Feather, 1966). In Atkinson's words, "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 behaviour is called as achievement orientation.

Achievement motivation can inspire behaviour in many kinds of situation (Srivatsava 1984 and 1987). Studies pertaining to n-ach and entrepreneurial behaviour show that high n-ach motivate good performance in work situation. McClelland and others (1953) have shown that positive relationship between amount of achievement motivation that exist in the people of a culture and the economic attainment of that society. Atkinson and Litwin conducted a study (1960) and concluded that actual achievement is determined by three factors viz motives, probability of success (or failure) and incentive value. Anantharaman and Deivasen (1979) studied achievement motivation among managers, supervisors and



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workers and suggested that managers have higher achievement motivation than supervisors. Studies in various other aspects of achievement motivation have been conducted by McClelland et al (1953), Heckhausen (1967), Atkinson (1968), McClelland (1970), Costello (1967), Orpen (1985), and Helmreich et al (1986) in other countries and by Mehta (1969), Desai (1970), Anantharaman and Deivasen (1979), Pratap and Srivastava (1983), Pandey and Prakash (1984), Sharma and Moudgil (1986), and Srivastava (1987) in India.

Objectives:

The following objective was set out for the study:-

To find out the achievement motivation levels of School Heads and to assess whether there is any association between demographic variables such as Age, Gender, Experience, Type of School of School Head and Achievement motivation.

2. Hypothesis:

The following hypothesis was set out for the study:-

There would be significant difference in achievement motivation and demographic variables such as Age, Gender, Experience, type of School of School heads of Secondary Schools.

4. Methodology:

1) Sample:-

The sample for the study included 50 High school teachers employed in Zilla Parishad schools of Chittoor district working during academic year 2022-23.

2) Tool:-

To measure the achievement motivation of school heads, a two point Achievement Motivation Scale (AMS) prepared by Costello and adapted by O.P.Misra and S.K.Srivastava was used by the researchers.

For the purpose of scoring, in line with Likert (1932) weight of 0, 1 was assigned to each of the two categories of responses viz., No, Yes in case of Positive Statements. The scoring procedure was reversed in case of Negative Statements.

3) Method of Data Collection:-

The investigators first approached Head-Masters/Principals of various institutions selected for the study. Permission from the District Educational Officer was obtained before meeting the School Heads. After taking permission, the investigators personally met the School Heads and established a rapport. The investigator highlighted the purpose of the Achievement Motivation scale. Then the Achievement Motivation scales were distributed to the school heads with a request to fill them up with care, without leaving any item. The filled-in-scales were collected personally.

4) Analysis of the Data:-

In order to study the levels of Achievement Motivation of School Heads in general and also their relation with the variables such as Age, Gender, Experience, Type of School of School Head, the data thus collected was analysed by using relevant statistics like mean, standard deviation, 't' test and Chi square test.

The usual levels of significance viz., 0.05, 0.01, 0.001 were employed to test the significance of the obtained p' values. The obtained numerical values were also adumbrated by diagrammatic representations wherever necessary.

5) Results:-

I. Achievement motivation of School Heads

Table 1: Frequency distribution

Variable	Group	Frequency (N= 50)	%
Age	Up to 50 years	18	36
	51 years and above	32	64
Gender	Male	30	60



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	Female	20	40
Experience as School Head	Up to 9 years	27	54
	10 years and above	23	46
School Type	Co-education	38	76
	Gender specific	12	24

Table 2: Scale for Classification of Achievement Motivation

Level of Achievement Motivation	Scores
Low	8 and below
Moderate	Between 9 and 18
High	18 and above

Table 3: Level of Achievement Motivation

Level	Frequency	%
Low	12	24
Moderate	38	76
Total	50	100

Table 1 shows Frequency distribution with respect to various demographic variables. Table 2 shows scale for classification of Achievement Motivation and table 3 shows the level of Achievement motivation of school Heads.

It could be observed from table 3 that 24% of School Heads had low Achievement Motivation and 76% school heads had Moderate Achievement Motivation.

Table 4: Age and Achievement Motivation Level

Variable	Group	Achievement Motivation Level		Total	Chi-Square	Df	p-value
		Low	Moderate				
Age	Up to 50 years	33.33 (6)	66.66 (12)	100 (18)	1.343@	1	0.246
	50 years and above	18.75 (6)	81.25 (26)	100 (32)			
Total		24 (12)	76 (38)	100 (50)			

Note: Numbers within the parentheses indicates frequency and outside the parentheses indicates percentages

@: Not significant at 0.05 level

*: Significant at 0.05 level

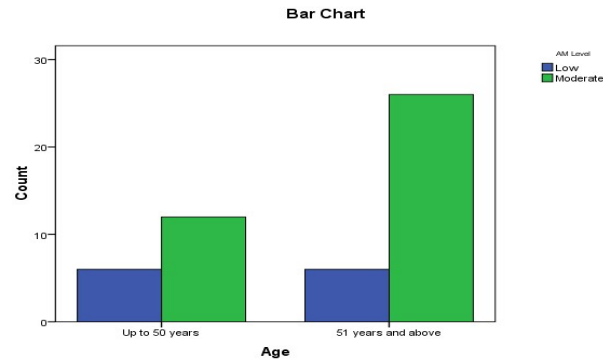
**: Significant at 0.01 level



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Graph 1:



Graph 1 shows the Achievement motivation of school heads with reference to their age. From the table 4, it can be inferred that there is no difference in the Achievement motivation of School Heads above 50 years of age and below 50 years of age.

Table 5: Gender and Achievement Motivation Level

Variable	Group	Achievement Motivation Level		Total	Chi-Square	df	p-value
		Low	Moderate				
Gender	Male	16.67 (5)	83.33 (25)	100 (30)	2.211@	1	0.137
	Female	35 (7)	65 (13)	100 (20)			
Total		24 (12)	76 (38)	100 (50)			

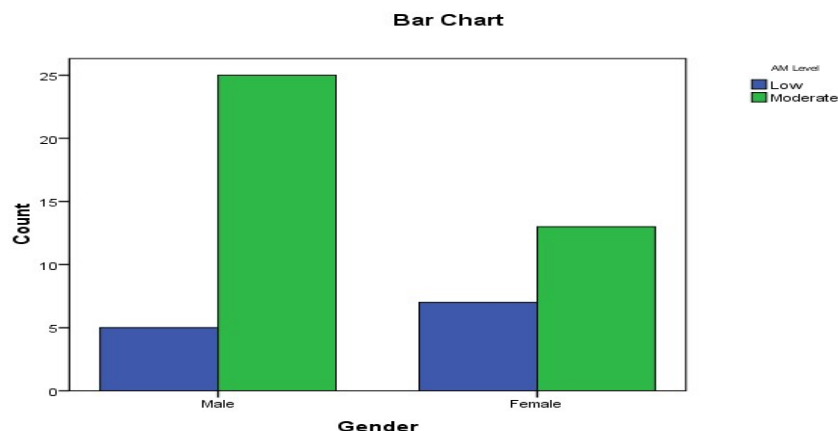
Note: Numbers within the parentheses indicates frequency and outside the parentheses indicates percentages

@: Not significant at 0.05 level

*: Significant at 0.05 level

**: Significant at 0.01 level

Graph 2:





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Graph 1 shows the Achievement motivation of school heads with reference to Gender. From the table 4, it can be inferred that there is no difference in the Achievement motivation and Gender of School Heads.

Table 6: Experience as School Head and Achievement Motivation Level

Variable	Group	Achievement Motivation Level		Total	Chi-Square	Df	p-value
		Low	Moderate				
Experience as School Head	Up to 9 years	29 (8)	70 (19)	100 (27)	1.020@	1	0.313
	10 years and above	17(4)	82 (19)	100 (50)			
Total		24 (12)	76 (38)	100 (50)			

Note: Numbers within the parentheses indicates frequency and outside the parentheses indicates percentages

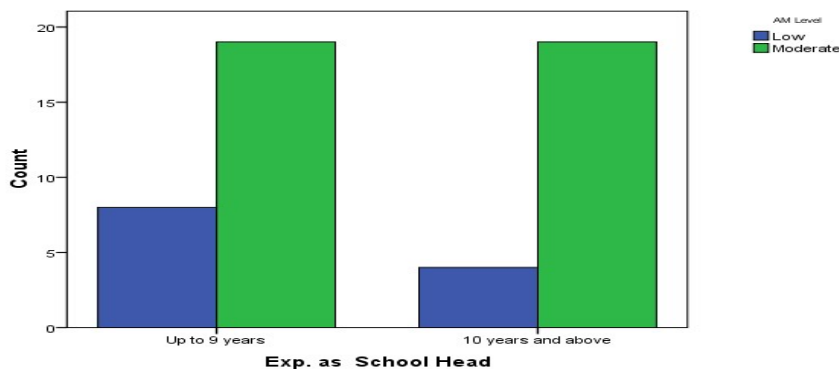
@: Not significant at 0.05 level

*: Significant at 0.05 level

**: Significant at 0.01 level

Graph 3

Bar Chart



Graph 3 shows the Achievement motivation of school heads with reference to Gender. From the table 6, it can be inferred that there is no difference in the Achievement motivation and Experience of School Heads.

Table 7: School Type and Achievement Motivation Level

Variable	Group	Achievement Motivation Level		Total	Chi-Square	df	p-value
		Low	Moderate				
School Type	Co-education	15 (6)	84 (32)	100 (38)	5.852*	1	0.016
	Gender specific	50 (6)	50 (6)	100 (12)			
Total		24 (12)	76 (38)	100 (50)			

Note: Numbers within the parentheses indicates frequency and outside the parentheses indicates percentages

@: Not significant at 0.05 level

*: Significant at 0.05 level

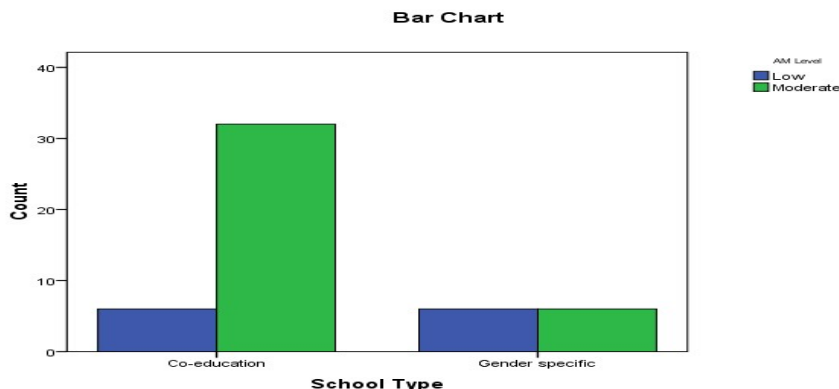
**: Significant at 0.01 level



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Graph 4:



Graph 4 shows the Achievement motivation of school heads with reference to type of School. From the table 6, it can be inferred that there is significant difference in the Achievement motivation of School Heads and type of School.

Discussion:

The major purpose of the study was to find out the achievement motivation levels of School Heads and to assess whether there is any association between demographic variables such as Age, Gender, Experience, Type of School of School Head and Achievement motivation.

Significance of the difference between the achievement motivation scores of the School heads and demographic variables was examined by using 't' test and Chi square test.

There is no significant difference in achievement motivation and demographic variables such as Age, Gender, Experience, of School heads of Secondary Schools.

. There is a significant difference in achievement motivation of School heads with respect to type of School.

From the details of the analysis of the achievement motivation of the school heads of High Schools and demographic variables such as Age, Gender, Experience, Type of school where School heads are employed, it can be concluded that school heads in general had a low or moderate achievement motivation. This is true irrespective of their age, Gender and Experience. School heads working in co-education schools had higher achievement motivation than the heads working in Gender specific schools.

Recommendations:

The achievement motivation among school heads is generally low or moderate, regardless of their age, gender, experience, or the type of school they work in. This can be attributed to the stressful environment experienced by school principals in all government schools of Andhra Pradesh. The existing policies and programs in these schools contribute to the demotivation of school principals. Due to the impact on instructional leadership, school principals often feel overwhelmed and are less motivated to fulfill their tasks.

The academic activities in schools suffer as a result, as school heads struggle to find time for monitoring academics. They are occupied with implementing government schemes such as providing free supplies like shoes, socks, notebooks, textbooks, belts, uniforms, and school bags to students through the Jagan Anna Vidya Kanuka program. They are also responsible for collecting biometric authentication from parents, supplying items like Ragi java, Chikkis, and eggs in the Mid-Day Meal Program, updating records in the IMMS App for mid-day meals and toilet maintenance, managing student attendance using the school attendance app, sending data and photos to government officials regarding the implementation of government schemes, and maintaining relevant records and registers. School heads find themselves engaged in



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administrative tasks rather than focusing on academics. Additionally, visiting officers prioritize the implementation of government schemes over assessing student competencies. Consequently, school principals are burdened with various additional responsibilities in addition to academic duties.

Furthermore, after the COVID-19 pandemic, schools are facing discipline issues among students, and student interest in academics has decreased. Many students have become addicted to mobile phones and other electronic devices, posing challenges for teachers and school principals in creating a conducive teaching and learning environment.

An interesting finding from the study is that there is a significant difference in achievement motivation between school principals in co-education schools compared to those in gender-specific schools. The higher achievement motivation among co-education school principals may be attributed to the competition between boys and girls in these schools. Girls, in particular, strive to prove their equality or superiority to boys, leading to more challenging tasks for teachers and school principals. Consequently, achievement motivation is higher among school principals in co-education schools compared to those in gender-specific schools.

While the Government of Andhra Pradesh is undoubtedly committed to providing quality education and investing substantial funds in school infrastructure, it is essential for the government to create a conducive school environment. This can be achieved by providing necessary human resources to monitor and maintain infrastructure, allowing school principals to focus solely on academic activities and contribute to the improvement of academic standards for students.

Suggestions for Further Research:

In this investigation, an attempt was made to assess the achievement motivation of school heads with respect to their Age, Gender, Experience and type of school where they are employed by taking a sample of 50 school heads from the ZP High Schools of Chittoor district. Similar study may be undertaken covering Primary School and High School Heads from all over the state to know their Achievement Motivation levels.

No attempt was made to find achievement motivation levels of schools with respect to other demographic variables like type of management, locality of school, type of curriculum followed, Educational qualifications of school head etc. A comparative study involving the teachers, students, parents and administrators or school heads of other managements will be worth-while to evaluate the real merits and pitfalls of Government policies and schemes so as to resurrect the system.

So far no study has been taken up to study the achievement motivation of all the stake holders of a school. If such a study is undertaken it will be worth-while to know the the areas up on which emphasis should be made for all round development of students.

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