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EFFECT OF MOTIVATION ACHIEVEMENT ON ACADEMIC ACHIEVEMENT BETWEEN HIGH AND LOW ACHIEVERS

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INTRODUCTION

Education today is passing through a crucial stage of transformation. Its functional objectives are no longer confined to the transmission of knowledge but are increasingly directed towards creating a new social order, ensuring peaceful human coexistence, and making the world a better place for future generations. Recognizing this vital role, the National Policy on Education (1986) has viewed education as a national investment, emphasizing the production of self-sufficient, productive individuals who serve as assets to national development.

However, the traditional educational system, which once appeared stable and self-sustaining, is now facing severe criticism. Students across the world are increasingly questioning existing pedagogical models, institutional structures, and imposed policy features. This unrest is more pronounced in developing countries where educational systems are often borrowed from foreign models without adequate adaptation to local socio-cultural realities. As a result, serious anomalies have emerged, revealing the system's inability to meet the real needs of individuals and society.

One of the major failures of education lies in the widening gap between educational content and the lived experiences of learners, as well as between the value systems promoted by education and the goals of society. Education has largely focused on preparing individuals for fixed roles and specific jobs, thereby making them dependent on the state rather than self-reliant contributors. Such an approach often produces individuals who become liabilities rather than productive members of society, obstructing national development and, at times, disturbing social harmony through undesirable activities.

In the context of rapid socio-economic, technological, and cultural changes, education has no alternative but to reorganize itself. It must establish a closer link between learning, real life, and societal needs. This demands a radical departure from traditional objectives, structures, and processes toward a system that emphasizes human development and meaningful interaction with the environment. Education, as a powerful instrument, has the capacity to influence human destiny, provided it adapts quickly to changing realities.

Historically, educational strategies have overemphasized cognitive abilities and Intelligence Quotient (IQ), treating intelligence largely as scholastic aptitude while neglecting the affective and psychomotor domains. UNESCO's landmark report "Learning to Be" (1972) highlighted the vast untapped potential of the human brain and emphasized the need for holistic development. Scientific advancements in neurology and psychology have further revealed that while biochemical interventions may support learning, especially in affective domains, they cannot replace educational processes. True human development depends on nurturing values, attitudes, interests, motivation, and character through meaningful educational experiences.

Just as agricultural productivity cannot be improved solely by chemical inputs without improving the quality of seeds, human development cannot rely only on cognitive training. The affective components—such as motivation, attitude, perseverance, and value orientation—require carefully designed curricular and co-curricular experiences involving teachers, parents, community members, and the broader educational network. These efforts must be sustained, sincere, and life-oriented to ensure balanced academic, social, and professional development.

Among the non-cognitive factors, Achievement Motivation (n-Ach) occupies a central place. Human beings naturally aspire to achieve excellence, but when there is a mismatch between ability and aspiration, it may lead to frustration, maladjustment, and dissatisfaction. This gap generates a psychological drive known as achievement motivation, which directs individuals toward goal attainment and personal adjustment. Achievement motivation is dynamic and influenced by environmental, social, cultural, and economic factors.

Possession of high ability alone does not guarantee success unless supported by adequate motivational forces. Recognizing this, psychologists across the world have emphasized the role of achievement motivation in academic performance and

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personal development. In the rapidly changing educational environment, understanding this psychological variable becomes even more significant.

In this backdrop, the present study proposes to investigate the difference in Achievement Motivation between secondary school students with above-50% and below-50% academic achievement studying in a selected school of Sambalpur town. The study gains importance in the prevailing socio-economic conditions where the educational network has undergone major changes. By examining achievement motivation as a key non-cognitive variable, the study aims to contribute to a better understanding of students' academic performance and provide insights for improving educational practices and policies.

REVIEW OF RELATED STUDIES

n-ACH AND ACADEMIC ACHIEVEMENT

Mc Cleloaned and et al (1953) initiated research into a motive called "Need for Achievement" that blossomed in to a complex and sophisticated movement covering a wide variety of issues. One of the current trends to be found in educational research involves the attempt to understand the complex determinants of academic achievement Early research focused attention on cognitive factors in order to understand children's learning and intelligence played a major role as the explanatory variable as the most effective predictor of school achievement. In recent years it has been more less popularly accepted that IQ score alone does not provide sufficient information for understanding the needs of individual children. Its role as sole predictor of school leaming is almost rejected by many (Jensen, 1969, Swanson and Wills, 1979) Subsequently, during the last two decades, a wide variety of research reports have drawn the last two decades, a wide variety of research reports have drawn attention to the importance of some personality variables which significantly correlate with scholastic achievement (Lynna and Gorder, 1961, Butcher et al, 1963; Rushton, 1966; Savage, 1966, Ridding, 1967; Entwistle and Cunningham, 1968, Eysenck and Cookson, 1969, Entwistle and Entwistle 1970, Kline & Gall 1974. Panda 1981 has also pointed out that except child's 10, achievement primarily depends upon parental expectations of the child's achievement, child's motivation, child's expectancy of success and child's anxiety level.

The motivational aspects of level of aspiration received considerable attention in the 1930s and 1940s in the theoritical writings of lewin (1935) Lewin's development of process for assessing level of aspiration also helped to stimulate interest More recently level of aspiration has tended to be incorporated into the achievement motivation literature under the terms" expectancy" and 'risk taking"

In the study of Veroff, Wilcox & Atkinson (1953) the female subjects did not show the expected increases in need Achievement scores as a result of achievement oriented condition

Meclelland, et al (1953) states that it might mean that the scoring method is not valid when applied to the female subjects. The problems that women do not respond to achievement oriented in situations has received attention from any sources but the findings are still in conclusion. Never the less need for achievement scores show the same relationship to performance in women as in men. Rosen (1956) and Veroff, Atkinson, Field & Gurin (1960) found persons of lower educational and occupational levels are having lower n-Ach scores

Brick-man (1966) conducted a study in which an effort was made to make the testing situations equally effective achievement imagery for both sexes boys and girls were found to be equally achievement oriented

One of the studies by Knight and Sassenrath in 1966 Lound a significant relationship between performance and achievement motivation

Srivastave & Tiwari (1967) reported that highest n-Ach score was persent in the middle class, second in the upper class and lowest in the lower class.

Relationship between level of achievement motivation and level of task difficulty are complex (Shrable and Sassenrath, 1970) and indeed there is some evidence to support the expectations of a negative relationship between achievement motivation and performance on an easy task (Atkinson, 1958, Mc Clelland, 1961, Feather, 1965, Weiner, 1966) Finlayson expressed achievement motivation in relation to the achievement motive, neuroticism and school success. From this research we can conclude that the unsuccessful group interpreted as a resolution of the conflict they experienced between normative expectations for success and information about their actual performances

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Where as some of the research findings established that, negative relationship between n-Ach and social class, in other hand, Choudhury (1971) observed positive relationship between n-Ach and social class

Mc Clelland and Alschuler (1971) in their survey "The achievement motivation development project" found that only moderate success has been found in improving the achievement of students through the special motivation courses

According to Machr and Sjogren (1971), who looked at such educational practices as ability grouping, programmed instruction and independent study, achievement motivation suggests "a variety of insights", but it can provide 'only limited advice for the practitioner"

Weiner (1972) has argued that a better understanding of achievement motivation can be obtained by interpreting it through the structure of attribution theory. As he put its casual attributions influence the likelihood of undertaking achievement activities, the intensity of work at these activities and the degree of persistence in the face of failure

A study of level of aspiration and need for achievement was studied by U.P Bhargana in 1972. This research intended to find out relationship between levels of aspiration and achievement motivation. The sample consisted of 120 male subjects in the age group of 17 to 22 years. The findings revealed that,

1. There was no co-relation between the levels of aspiration and achievement motivation scores.
2. The different experimental conditions seemed to create no significant difference where as outcome of the conditions of success and failure created the significant difference.

Banarjee (1974) studied on the development of co-operation and competitive behaviour and its relationship with need for achievement. The research intended to study the behaviour pattern of children in terms of achievement motivation and co-operative and competitive behaviour findings of the study revealed that,

1. Competition was found to increase with age in every subgroup of communities.
2. The relationship between n-Ach and competition was very low and not significant.
3. Adjustment was found to be significantly positively related with n-Ach in Hindu and tribe groups

Atkinson & Feather (1966) and Atkinson & Raynor(1974) provided clear presentations of the expanded theory of achievement motivation. Achievement oriented behaviour is seen to be a function of a number of factors including the motive to succeed, the motive to avoid failure, the perceived probability of success and the incentive value of success

Parikh (1976) conducted a study of achievement motivation, school performance and educational norms. The study was conducted on 1952 pupils twenty-five classes selected in the basis of gradde levels, SES, Sex, Medium of instruction and community

The study revealed that Bombay girls had higher Ach score than boys The pupils of high SES had higher n-Ach than the pupils of middle of low SES. The eight standard student had higher n-Ach score than the ninth and tenth grade pupils, n-ach was positively related to SES, performance, perception, belief and with of the n-Ach components

Pathok undertook a study of achievement motive, Educational norms and school performance. The sample of the study consisted 1346 students. The major findings were the pupils studying in schools of high socio-economic and achieving status had high March scores as compared to pupils studying in schools of various status combinations. Boys and girls did not differ on n-Ach components. N-Ach score was positively related to pupils school performance, attitude towards the study and intelligence.

Ridler (1977) "Motivation in Education" emphasized that Achievement motivation refers to a pattern of actions and feelings connected to striving to achieve some internalized standard of excellence in performance.

Desai (1979) in his study found that pupils academic motivation was positively related to their academic achievement.

Fyans (1980) initiated research in to a motive called "need for achievement" that has blossomed into a complex and sophisticated movement covering a wide variety of issues Gandhi (1982) in his study found that achievement motivation was significantly and positively related to academic achievement of high school students of both sex.

Rajeen (1982) in his study found that there was significant difference between the achievement scores of high and low achievement motivational students.

Deka (1984) conducted a study on Achievement motivation and Academic Achievement among the secondary school going tea garden worker's children of lower Assam. A sample of 159 pupils was drawn on the basis of random selection.

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The main findings were High Academic Achievers were higher than the low achievers on n-Ach but the difference was not statistically significant. N-Ach and academic achievement were related in the case of the whole sample Between n-Ach and Academic Achievement there was a correlation in the case of the tea worker's pupils. Among the non-tea workers and tribals, there was significant relation between n-Ach and academic achievement

Mohapatra (1984) conducted a study of self concept. Achievement motivation and school achievement of the visually handicapped and normal children revealed that, achievement motivation of the normal children both for boys and girls are better than the visually handicapped children.

Prusty (1984) studied relationship of intellectual achievement. Achievement motivation with school Achievement of visually handicapped children. She emphasized on one of the important hypothesis, the relationship between achievement motivation and school achievement. This study revealed that, the correlation between Achievement motivation and school Achievement for boys are higher Than girls

Lalitha (1985) conducted a correlational study of Achievernent motivation and school Achievement of tribal children. Three hundred tribal and 136 non-tribal children were use for the study. The study demonstrated a lack of relationship between Achievement motivation and school Achievement

Panda & Mishra (1986) conducted a study on locres of control and achievement motivation Sample consisted of 50 boys and girls drawn randomly. The results showed that internal boys had the highest need for achievement and boys possessed higher achievement motivation than girls.

Miss mohanty (1991) in her study found that a significant positive correlation revealed between n-Ach and school achievement, and also the high and low n-Ach subjects differ significantly from one another.

Richardson, Abraham, and Bond (2020) examined the relationship between achievement motivation and academic performance among university students and reported that achievement motivation significantly predicted academic achievement. The study further revealed that high achievers demonstrated stronger intrinsic motivation and better self-regulation skills than low achievers.

Scherrer and Preckel (2021) investigated motivational profiles of high- and low-achieving secondary school students and found that high achievers exhibited higher mastery orientation and persistence. However, low achievers showed greater performance-avoidance motivation, which negatively affected their academic outcomes.

Mega, Ronconi, and De Beni (2021) analyzed the role of achievement motivation and emotional regulation in academic success and reported that motivated students achieved higher academic scores. The study indicated that high achievers possessed stronger motivational control and adaptive learning strategies compared to low achievers.

Guo, Marsh, Parker, Morin, and Dicke (2022) explored reciprocal relationships between achievement motivation and academic achievement using longitudinal data and found that motivation significantly influenced later achievement. The findings showed that high achievers maintained stable motivation over time, whereas low achievers experienced declining motivation.

Ahmed, Van der Werf, Kuyper, and Minnaert (2023) examined differences in achievement motivation among high- and low-performing students and reported that achievement motivation had a stronger impact on academic achievement for high achievers. The study observed that low achievers were more dependent on external motivation and academic pressure.

Singh and Sharma (2023) studied achievement motivation and academic performance among Indian higher education students and found a positive and significant relationship between the two variables. The results revealed that high achievers possessed higher levels of intrinsic achievement motivation compared to low achievers.

Putwain, Symes, and Daly (2024) investigated the role of motivational beliefs in academic attainment and reported that achievement motivation significantly differentiated high and low achievers. However, low achievers were more affected by fear of failure and reduced academic confidence, which hindered their performance.

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NEED OF THE STUDY

It is revealed from the foregoing lines on the previous study that a number of non-cognitive factors have a significant contribution on the life style of individuals in general and influencing the academic achievement of the children in particular Out of many such non-cognitive variables motivation for achievement have been found to have relatively more significant. Since it is a general and natural tendency of the individuals for receiving acknowledgement, recognition, rewards in the field of pursuit not only in academic performance but also in other field of endeavour, a need/drive/ desire is aroused within the organism to strive for achieving excellence and going beyond the norm fixed by others. To get appreciation for which the need arises to study the extent or the way n-Ach plays its role in impelling individuals for improving academic performance. Because of the above noted logical reasons/rational that exists between the affective variable! N-Ach. An attempt has been made by the researcher to go into the details of the role of n-Ach in predicting/determining/controlling the achievement in academic field by the students at school level.

STATEMENT OF THE PROBLEM OF STUDY

The present study is **"EFFECT OF MOTIVATION ACHIEVEMENT ON ACADEMIC ACHIEVEMENT BETWEEN HIGH AND LOW ACHIEVERS"**

OBJECTIVES OF THE STUDY

1. To measure the level of Motivation Achievement of the sample.
2. To find out if there is a quantitative difference in n-Ach & its sub scores, between the low and high achievers,
3. To examine if n-Ach and its sub scores significantly related to Academic Achievement of the total Ss low and high achievers
4. To examine if difference in academic achievement brings out significant difference in their degree of relationship motivation achievement and its sub-scores and academic achievement among high and low achievers.

HYPOTHESIS

1 There will be a significant difference in the magnitude of n-Ach scores & its sub scores between high and low achievers
2 There will be a significant relationship between n-Ach & its sub scores academic performance.
3 The degree of relation between n-Ach and Academic performance will differ significantly among high and low achievers.

POPULATION OF THE STUDY

All the secondary school students of class X in Sambalpur town who will appear final examination under the Board of Secondary Education, Orissa, 2006, constitute the "population of the study.

SAMPLE

Hundred Fifty students reading in class-X of Budharaja High School, Sambalpur will constitute the sample of the study .

SELECTION OF SAMPLES, ADMINISTRATION OF TEST.

LIMITATION AND DESIGN OF THE STUDY

SELECTION OF SAMPLE AND LIMITATION

It is not possible to contact each and every domain of the population within a narrow range of time. So in order to collect the requisite data for any research problem, the researcher has to draw a small representative sample. Simple random sampling technique adopted by the researcher for present study, the research has selected 100 students, (both boys and girls) reading in class X of Budharaja High School in Sambalpur District.

The study is confined to one High School of Sambalpur District only. The study is limited to the students of class X in Budharaja High School

DESCRIPTION OF DIFFERENT TOOLS USED BY THE RESEARCHER FOR MEASURING n-Ach

There are different tests to measure achievement motivation, such as Thematic Apperception. Test measure of Need Achievement and Achievement motivation Inventory developed by Prayag Meheta, Rao Achievement motivation test

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developed by D. Gopal Rao, sentence completion test for Achievement motivation scale of Uma Dutta Pandey and Ranjeet Prasad Singh, Atkinson's n-Ach Test developed by N.P Singh and Karan Singh, socio-economic status (SES) scale and a personal Data Sheet (PDC) etc. the description of other instruments is given below.

(A) Hidden Figures Test (HFT)

HFT has been used to measure the factor flexibility of closure (Thurstone. 1944: French et al., 1963), which is believed to be related to field Independence, a dimension described by within (1959) and within et al (1962). This test an adaptation of the Gotteschaldt Figures Test, has been developed by Jackson, Messich and Myers (1964) to measure the analytical and global mode of perception, characterized by within et al. (1962) as a field-independence vs. field-dependence. The test attempts to measure the ability of a person to keep one or more definite configurations in mind so as to make identification in spite of perceptual distractions. Tests of this factor require the student to search in perceptual field containing irrelevant or distraction materials in order to find one or more configuration. This test has been included in the present study as a maker for the cognitive control principle of field-articulation (independence).

Administration:

The test was administered in groups of 20 each. After distributing the test booklets and the answer sheets the students were asked to fill the identifying information. They were then asked to read the directions specified in the test very carefully. The investigator then read the directions to focus the attention of the subjects on the main points

(B) Personal Data Sheet (PDS)

This included questions regarding age, sex, religion, caste, family size, family type, birth order, area of residence and parental education and occupation etc. Each subject was given there questionnaires, personal data sheet, socio-economics status scale, and parental behaviour inventory He was asked to read the instructions printed on the test forms thoroughly and very carefully. After being convinced that the subject had understood all the instructions, the investigator askedhis to answer the test questions. Each subject took approximately 50 minutes

(C) Thematic Apperception Test

For measuring achievement motivation McClelland and his associates (1953) have developed a group thematic apperception test in which customarily four to six pictures are used. In the last four decades extensive use of this method been made in assessing achievement motive

ADMINISTRATION:

The standard procedure of test administration (McClelland et al 1950) with slight modification, the subjects were tested individually, was followed. A standard set of six 'Indianized" picture was used in obtaining stories from subjects. The pictures represented men in a variety of common but ambiguous situations, in an office (Picture-1) etc for obtaining stories in response to the picture a test booklet containing eight pages was handed over to the subject

Before scoring the stories the two scorers devoted a considerable time in learning and attaining proficiency in scoring system. The scorers studied thoroughly and very carefully the scoring manual prepared by McClelland et Al (1958) and scored seven set of practice materials developed by Smith and Feld (1958)

(D)Socio-Economic Status Scale

The socio-economic status scale developed by Kuppuswami in the year 1962 there are two forms of scale form A and Form B. Form A is used when the subject's own socio-economic class is to be assessed Form B is used to obtain information regarding the socio-economic status of the parent or guardian. In the present research work form B was used. The scale is very simple It contains items on three variables-education occupation and income. Each of the three variable is assigned weights (scores) to obtain a total SES scores for the subject. For obtaining the scores a scoring card prepared for the purpose is used. The maximum possible core on the scale is 29 and the minimum possible score is 3.

Present study is based upon the instrument, which was developed by Dr. Prayag Meheta in the year 1972. This Achievement motivation Inventory consisted 22 items. Each item have six multiple choice response Among them two are based on achievement related, two are task related and two are unrelated or vague response. This questionnaire conducted by the researcher over the selected for measuring academic performance of the student.

The researcher requested to the student to make a tick mark on one response among six responses in every item

In this item One and Six responses are achievement related, Five and Four based on task related, Two and Three are vague or unrelated responses

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Administration procedure

First of al the researcher makes good rapport to the students. The researcher briefly explain this questionnaire and its, instruction. She gave instruction to the students that they should read every item mindfully and make a tick mark on right responses. It is not bounded to make tick mark on a particular item or responses. It depends Upon each and every student's intelligence, which he/she thinks right One of the example given below:

A. ପ୍ରଧାନ ଶିକ୍ଷକ ଗୋଟିଏ ପିଲାକୁ କ'ଣ ଦେଉଛନ୍ତି ।

1 ଗତ ପ୍ରତିଯୋଗୀତାରେ ସେ ସ୍କୁଲର ନାଁ ରଖୁଥିବାରୁ ସେ ପିଲାଟିକୁ ସାର୍ଟିଫିକେଟ ଦେଇଛନ୍ତି ।

2 ଛାତ୍ରଟି ଶ୍ରେଣୀର ଶୃଙ୍ଖଳା ରକ୍ଷା କରୁଥିବାରୁ ସେ ତାକୁ ପ୍ରଶଂସା କରୁଛନ୍ତି ।

3 ସେ ଛାତ୍ରଟିକୁ କେତେକ ଗୁରୁତ୍ୱପୂର୍ଣ୍ଣ ଉପଦେଶ ଦେଇଛନ୍ତି.

4 ଛାତ୍ରଟିର ସାହସିକ କାର୍ଯ୍ୟପାଇଁ ସେ ତାକୁ ପୁରସ୍କାର ଦେଇଛନ୍ତି ।

5 ଆସନ୍ତା ଆଞ୍ଚଳିକ ସ୍ତରରେ ପ୍ରତିଯୋଗିତା ପାଇଁ ବିଭିନ୍ନ ନିୟମାବଳୀ ଥିବା ପୁସ୍ତକଟିଏ ସେ ଦେଉଛନ୍ତି ।

6 ଶ୍ରେଣୀ ଶିକ୍ଷକ ଅନୁପସ୍ଥିତ ଥିବାରୁ ଛାତ୍ରମାନଙ୍କର ଉପସ୍ଥାପନ ନେବା ପାଇଁ ସେ ଛାତ୍ରଟିକୁ ଉପସ୍ଥାପନ ପୁସ୍ତକ ଦେଉଛନ୍ତି ।

In this item One and Six responses are achievement related, Five and Four based on task related, Two and Three are vague or unrelated responses.

DESIGN OF THE STUDY

The sample of the present study will be consisted of hundred students reading in class X which will be drawn randomly and will be classified into two groups as High and Low achievers on median split of their academic achievement mark.

Analysis of test scores and interpretation of results

Mean and SD of the Ss in academic achievement

Table -1

Sources of variation	M	SD
Total Ss N= 100	294.65	31.73
High achievers (N-50)	417.80	22.63
Low achievers(N-50)	170.50	28.78

The values of mean and standard deviation have been computed and presented in table. No. 1 above of the academic achievement marks of the Ss under study in the areas of content subjects, which will be examined by the B.S.E. 2006. The maximum mark in these subjects taken together is 750. The mean & SD results show that for the total, high achievers & low achievers is more or less fairly satisfactory for total Ss (M = 294.65 SD =31 73 , N = 100) and those for High Achievers and of low achievers are, N = 50 M = 170.5 SD = 28.78).

The large discrepancy between the high and low achievers has been mostly due to the extreme poor performance of the low Achievers resulting in decreasing the average performance of the total Ss and also the SD value relatively larger, consequently distorting the nature of the distribution of Ss (N = 100) form normality Again the high and low achievers groups have emerged from the total Ss, simply by median split and the result of the median has been 28.00. Thus it can be concluded with brevity that the Ss having achievement below the median is extremely low. This descriptive picture leads to a apparent conclusion that, this imbalance is due small sample selection which possibly might have led to sampling error, the central local feature in all social science researches. Again comparing the three computed mean values it is crystal clear form the High, Low and Total Ss on Academic achievement is unseeingly very high among three groups which though will definitely support and make Hypothesis no accepted at still higher level of significance, which will be tested in subsequent pages. But the fact remains true that their lacks compatability in mean Academic Achievement scores, of course, the whole examination system, its operation/execution, and valuation of answer sovits, type of questions adopted for examination, and above all the attitude, motivation, interest, parental attention and support to the children for better performance in view of their very high and very low economic affordability be have been influencing the large disparity in school achievement. In other words, the student's performance with such a high gap has been more or less a common phenomenon In the present day.

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Table No- 2
Mean, SD of the Ss in Achievement Related Behaviour scores of the Total Ss, High and Low Achievers.

Sources of variation	Mean	SD
Total Ss N-100	10.5	4.38
High achievers N -50	14.53	3.72
Law achiversN-50	6.51	3.56

The Ms, SD of the total Ss and the other two subgroups computed and presented above in table No.2 reflect the extent of possession of Achievement related behaviour and the measures of variability in it within the Ss of all the three categories. The mean and SD of the total Ss are (M = 10.5 , SD = 4.38 N = 100) & that of the high and low achievers and figures are (M = 1453 SD = 3.72 N = 50) and (M = 6.51 SD = 3.56 N = 50) respectively. This gives a faint impression situation of Ss to be have been made though randomly but very close to approximately to be normal and description from the above figures being presented above reveals not only that the high achievers. Mean score in Achievement Related Behaviour scores is higher than those of the total Ss and low scores achievers About the SDs (is the measures of dispersion) are more or less natural and therefore acceptable even though it is higher for the Ss of low achievement as expected. The reason seemly being that they have fixed their level of Achievement at a relately lower level for their personal, social, financial and other demographic variables. The level of target of achievement being low, their intensity of need-deficiency is weather consequently arousing less interest, attention, directing the motives towards Achievement but towards the behaviour which are unrelated to Achievement, the exact anticipated reason will be ascertained by analysing the descriptive measures of the UR (Unrelated) which measures the behaviour un-related to Achievement and task related direction. The reason stated above may be completely hypothetical and anticipatory subject to further statistical enquiry. However another possibility cannot be ruled out, that is there can't a wide gap between ones apired-level of achievement and the ability that he/she is in possession of which is mostly determined by hereditary for which such abilities or potentialities are otherwise termed as 'Innate" or "inborn" qualities. However the possibility of enhancing it by manipulation with the help of enriched environment, but not mort than the extent of Twenty percent. This supports the rationale stated in earlier pages by the worker. Moreover, this concept is supported by the corroborative psychological principle that an, individual's achievement is Ability per-sec, or in other words the individuals are not expected to perform beyond the extent of their ability. As such the level of achievement need be fixed taking the possession of the ability in to account.

TableNo -3
Mean and standard deviation of the Ss in task related behaviour scores of the total Ss high and low achievers.

Sources of variation	Mean	SD
Total Ss N-100	4.35	2.92
High achievers N-50	5.14	3.78
Low achievers N-50	3.56	3.98

The Task-Related behaviour measured by the motivation Achievement scale used in this project were taken into consideration in respect the Ss under-study, for the reasons and rationale stated earlier. The estimated Ms & SDs of the total, High Achievers and low Achievers are presented in table No.3 above. The results reveal very frustrating in the sense that the values of Ms are too small contrary to the rationale or logic of the concepts. The mean values of total high achievers and low achievers are respectively (M = 4.35 N = 100) M = 5.14 N = 50) and (M = 3.56 N = 50) Again the values of SDs are (SD = 2 92 * df = 99) (SD = 3.78 , df = 49) and (SD = 3.98 , df = 3.98) while looking to these values deeply, the mean and SD values are more or less very close to each other in all the three cases. It implies that Ss taken in the project lack homogeneity with respect to their motivation components. This automatically leads to the inference that the Ss lack normality as in case of Academic Achievement, and Achievement Related Behaviour
Though the as per the test manual of the author of the test has neither the purpose nor desire to measure the task-related behaviour as an indicator of an individuals' Motivation-Achievement, but simply because of the fact that when an individual is successfully completing a task on academic matter within, scheduled continuously. Obviously such behaviour is definitely, going to have some positive influence on Achievement in Academic situation if not to a greater extent, but definitely to some extent, may it be to less extent, However, this tendency is also marked while comparing the AR

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(Achievement Related) behaviour with TR (Task Related) Behaviour in case of Ss belonging to High Achievement contrary to the low Achievers. The High Achievers reflect higher mean value than their counterparts. Whether the difference between these two groups significantly differ in this component of motivation Achievement can be ascertained by estimating CR of the Ms of the two groups.

Table No – 4

Mean and standard deviation of the Ss in unrelated behaviour scores of the total Ss high and low achievers.

Sources of variation	Mean	SD
Total Ss N=100	5.63	3.52
High achievers Ss N=50	2.33	1.93
Low achievers N=50	8.93	2.58

Tendency of showing the unrelated behaviour of motivation-Achievement is quite different from the other two-types of behavioural-direction. The estimated values of the means, SD of high. Low Achievers and the total Ss are respectively CM = 2.33 N = 50) (M = 8, 93, N = 50) and (M = 5 . 63, N = 100) and those of SDs are respectively (SD = 1.93 , df = 49) (SD = 2.58 , df = 49) and (SD = 3.52 df = 99) respectively These estimates clearly indicate that the values of UR (Unrelated Behaviour) is much less than the AR and TR mean values in case of High Achievers but higher for the low achievers. In case of total Ss, the mean value of UR behaviour is seemingly because of the simple reason that estimates of the total Ss is nothing but the combined Mean values of the High and Low Achievers groups. Again as the Mean value of the total Ss in respect of the AR, AR, TR & UR can't exceed 22 as there are 22 items in the questionnaire. But one thing is crystal clear that the low Achievers show higher UR behavioural activity in an academic situation, for the opinions reason that their AR & TR scores of the comparatively low as they exhibit more non-academic-directional behaviour for low Academic Achievement.Quantitative point however from low Achievers had of view higher the mean UR scores than their counter parts, because of obvious reasons that the low-achievers, direct less attention to Achievement related Behaviour and higher attention towards Non-Academic or non sense behavioural tendency. But the directional test of the CR between high and low achievers its significant will be estimated and presented in subsequent chapters.

The coefficient of correlation bet"een the dependant Variable of the study in the Academic Achievement and the various components of independent variable. Motivation namely the Achievement Related Behaviour, Task-Related Behaviour and Unrelated behaviour were estimated by Pearson's product-moment method for each of their groups of Ss and are present above in Table No 5 along with their level of significance with df = (N – 2) the results reveal that Academic Achievement of Total Ss is positively and significantly related with Academic Related Behaviour of the total Ss (r = 031) df = 98, P <= 0.01) the similar values are also obtained for the task related behaviour (r = 0.28 df = 98 and p <= 0.05) and with unrelated behaviour (r = - 0.36 , df = 98 p <= 0.01) from this it can be inference that while AR and TR are positively and significantly related to Academic Achievement of total Ss, the UR is negatively and significantly related to Academic Achievement.

While the corresponding values for the high achievers are respectively (r = 0.68 , df = 98 P<.01) (r = 0.42 , dt = 48 P <= 0.05 and (r = - 0.41 df = 48 P <= 0.01) & for Low Achievers the values are (r = 0.09 , df = 48 P = ns), (r = 0.07 df = 48 P=ns and (r = 0.28 , df = 48 p <= 0.05)

These statistical estimates very much the logically based rationale and retain the earlier formulated hypothesis together with the findings made form the studies (Lynna & gorder, 1961, Butcher et al, 1963, savage, 1966, Ridding 1967, Entwistle & Cunningham, 1966, Eysenck & Cookson, (1969), Panda (1981)

't' Ratios between the mean scores in Academic Achievement, Achievement Related Behaviour, Task Related Behaviour and Unrelated Behaviour between the High and Low Achiever.

The 't' values of the Academic Achievement, Achievement related, Task Related and Unrelated Behaviour Scores between the High Achievers and low Achievers using the respective mean & SD values have been estimated and presented in Table No. 6 From the estimated values the conclusion can safely drawn that the High Achievers exceed in mean scores in the dependant variable these the Low achievers Academic Achievement because of obvious reason that the two groups have been classified on median-split. But as revealed from the figures in the results presented in the table in respect of the Achievement related Behaviour (t = 9.90, df = 48, P<0.001). Task related behaviour (t = 203, df = 48, P < 0.05). In the above variables, the High Achievers exceed than that of the Low Achievers, excepting in case of Unrelated Behaviour, where the Low Achievers group exceed in the their Mean Scores than that of the High Achievers And the difference is also

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significant at very high level this type of result is characteristically complete opposite from the other, results This is quite natural, phenomenal and is based upon reasonable amount of logical rationale

The CR is 't' values of the mean values in respect of all the components of motivation Achievement variable are highly significant confirm the rationale of the study as well as the pre-framed hypothesis and also support the findings of the researchers who have conducted studies made with different Ss drawn from various socioeconomic background, cultural and ethnic group, different educational institutions with different teaching inputs, teaching-learning conditions and school climates etc

In conclusion, the results of the study are very much encouraging for the researcher.

The co-efficient of co-relation between, the dependant variable is Achievement dimensions "Academic and the various of motivation-Achievement" The independent variable have been presented in table No. 5 for the total, high and low achievers which have revealed mixed level of significance, which are not equivocal. As per the objectives of the study and the consequent hypotheses it is imperative to test if the degree of co-relation between the high Achievers and Low Achievers among the dependant variable and the various components of the independent variable differ, if it differs the level of significance need tested by converting the r's into fisher's 'Z' scores and findings the CRs with reference the table for determining the level of significance.

The 'CRs' when computed by using the appropriate formula between High and Low Achievers In respect of the three subscores of motivation namely AR, TR and UR, the results reflected were quite satisfactory and encouraging the 'CR's between High & Low Achievers Behaviour in respect of Achievement Related behaviour (CR = 2.80, df = 48 P <= 0.001) those of the task related and Un-related Behaviour were respectively (CR = 0.61 df = 48 p < 0.001) and (CR = 0.61, df = 48P < 0.001).

From the above results, the conclusion immediately leads to state the results confirm the hypotheses.

SUMMARY, CONCLUSION AND EDUCATIONAL IMPLICATION

SUMMARY AND CONCLUSION

1. Motivation Achievement is significantly related with Academic Achievement specially the Achievement Related behaviour and task-related of Ss in Academic situation is significantly and positively related with the Academic Achievement.
2. The un-related Behaviour is however negatively related to Academic Achievement or Academic performance because of the obvious logically sound reason that the unrelated Behaviour is a typology of the direction of motivational component of an individual which is not associated with or directed towards some other direction other than the achievement of excellence in Academic areas not relating to it.
3. The Higher the level of motivation brings out higher the Academic-Achievement under the similar condition of teaching inputs, teaching-learning situation and the Academic Achievement being evaluated by the similar evaluation looks techniques and evaluation. However, the consequence is just opposite to that of the low motivation.
4. The reason of the possible relationship between Achievement related and task-related behaviour measured through An Achievement Motivation Inventory is that, when an individual or a group of individuals direct their motivational drive or force or desire or interest in completes a given task successfully even by the help of others referring the text book, guide-books etc. continuously and sustainable for a considerable span of period ultimately contributes or enhances the level of Achievement in Academic set up at least to some extent if not extent to the greatest.
5. Individuals possessing higher level motivation-Achievement and lower level of motivation. Achievement significantly differ in Academic Achievers because of differential intensity and magnitude of the motivational drive.
6. There is significant difference in the degree of relationship of Motivation Achieving components of High & Low level on median sprit, the 'r's living significantly related with high level of significance.

Conclusion & Suggestion

The set of seminaries of this small project presented above reveal interesting and educative results, and therefore need be in cooperated in the teaching leaming process. But after conducting similar research with larger no, of samples, drawn from various social and demographic variables, so as to reach at some definite and conclusive inferences before recommending

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teachers for guiding the school students to enhance their motivational drive towards achievement related direction so as perform with better academic performance

Education implication

However, it is an observed phenomenon that at present a major percentage of the teachers during the transaction of teaching-learning practices in the classroom, more less resort to negative reinforcements at the slight mistake of the students, which works as a negative motivation even for an average student, in other words, the teacher in stead of encouraging students, discourage them which should be immediately dispensed with and need be replaced by using positive reinforcement so as to increase gradually the motivation level to strive for better academic achievement. The beginning of this practice may result in very slow development, definitely it is hoped that the level of motivation will increased thirdly increasing the extent of Academic performance .

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