

# CHAPTER V

## SUMMARY AND IMPLICATIONS



# CHAPTER V

## FINDINGS, DISCUSSIONS, SUMMARY AND IMPLICATIONS

### 5.0.0 INTRODUCTION

This Chapter presents a brief summary of the findings, the conclusions drawn from various analyses in chapter IV. This followed by the educational implication based on the findings of the study. Recommendations and suggestions for further research on related topic have also been outlined.

### 5.1.0 SUMMARY/INTRODUCTION

There are different interpretations for motivation. In the discipline of education motivation is a tridimensional phenomenon consisting of individuals belief's in ability in carrying out a specific task, reasons and goals of the individuals in doing the task and the emotional response concerning carrying out the task (Hassanzadegh and Amuee 2001). Psychologists have noted that motivation should be taken into account in education because of its effective relationship with new learning, abilities, strategies and behaviours (Shahraray 2007) and they have presented motivation for academic achievement as one of the preliminary constructs for defining such type of motivation. Motivation for academic achievement is attributed to behaviours which lead to learning and achievement (Masaali 2007). In other words, motivation for academic achievement is such a pervasive inclination towards doing a task successfully in a particular context and assessing the performance spontaneously.

The bulk of behaviours indicating the academic motivation involve insisting on doing difficult assignments, hard working or effort into learning to reach mastery and choosing assignments which need great efforts (Abedi 2008). Accordingly, motivation for academic achievement is a psycho-cognitive condition which is acquired once the individual perceive him to have autonomy.

The Psychologists have recognized and examined the effective factors in motivation for academic achievement. The results of their research indicated that personality, family, and social variables are related to this construct (Masaali 2007). Some others directed their studies towards integrating intellectual ability, learning style, personality and motivation for academic achievement as the predictors of academic achievement in higher education (Busato, Elshouta and Hamakeru 2009).

Studies have found numerous factors that motivate students to schools including perceptions of classroom climate, perceived ability, perceived instrumentality of instruction and achievement goals as predictor's engagement and efforts in school (Hadre et al. 2007).

Student's motivation in academic results from their perceptions of the class room and sometimes from the interactions with teachers, peers and others in school (Hardre 2003, Pintrich and Schunla 1996). Many factors influence student's motivation to learn including interest-in the subject matter, perception of the usefulness of studying, the desire to achieve, perception of one's ability and persistence to achieve.

Experts, parents and teachers have been interested in discovering the important forces influencing students' achievement in academic. Most people believe that motivation plays a significant role in determining whether students achieve or fail. Each student has a different level of motivation as well as different personal and social factors that affect his or her motivation. It is imperative for educators and parents alike to understand better the interaction of the various aspects contributing to student's motivation in order to ensure the academic success of school children.

Most studies to date have examined the relationship between one or two components of motivation and academic achievement. However, recent trends have challenged the views that academic motivation is one dimensional and instead attempted to understand the relationship between motivation and academic outcomes from multi dimensional aspects (Dowson and Mcinerney 2001). Research has suggested that motivation does not act individually but may be interrelated thus contributing to a wholesome effect on the motivation for students to achieve academically.

Different psychological perspectives explain motivation in different ways. It is logical to assume that no one particular type of motivation influence a person at any one time. Several components of motivation will be at work influencing an individual to become energetic and moves towards a goal. The social cognitive model of motivation sees motivation as a dynamic, multifaceted phenomenon(Pintrich 2000). They do not categorize students as either "motivated" or "not motivated".

They believe that students can be motivated in multiple ways, influenced by various factors and ways.

### **5.1.1 STATEMENT OF THE PROBLEM**

*“A study of the Relationship between Achievement Motivation and Academic Achievement of class X students.”*

### **5.1.2 OBJECTIVES OF THE STUDY**

- To study the Relationship between Achievement Motivation and Academic Achievement of class X students.
- To find out the Difference between the different level of Academic Achievement with Achievement Motivation.

### **5.1.3 HYPOTHESIS OF THE STUDY :**

- There is no significant relationship between Achievement Motivation and Academic Achievement.
- There is no significant difference between Achievement Motivation with Low, Medium and High level Achievement related to their Academic Achievement.

### **5.1.4 DELIMITATIONS OF THE STUDY**

The study was confined to only one section of one Government Higher Secondary School and one Private Higher Secondary School of M.P. Board students of 10<sup>th</sup> class in Bhopal City only. The study cannot be conducted across the Madhya Pradesh due to the limitation of time.

### **5.1.5 VARIABLES UNDER THE STUDY**

- Independent Variable- Achievement Motivation
- Dependent Variable- Academic Achievement

### **5.1.6 SAMPLE OF THE STUDY**

90 students of X standard selected from one Government and One Private School.

### **5.1.7 TOOLS USED FOR DATA COLLECTION**

Research tools used for the data collection largely influences nature of findings. Keeping the importance of tool in research, for the study researcher used Deo-Mohan Achievement Motivation (n- Ach) Scale. And collect academic achievement of last examination (half yearly examination)of X standard students.

### **5.1.8 PROCEDURE FOR DATA ANALYSIS**

The researcher was visit the schools and gather information about academic achievement of X class students of last examination (half yearly examination) conducted by the schools. The researcher was administer Deo- Mohan Achievement Motivation Scale (n-Ach) on X class students and collected the data.

### **5.2.0 MAJOR FINDINGS OF THE STUDY**

On the basis of the analysis and interpretation of the data the researcher came to the conclusion that the major findings of the study are as follows:

- i. Significant positive correlation was found between achievement motivation and academic achievement of X class students, this

means that achievement motivation affects academic achievement of the students.

- ii. There is significant relationship between achievement motivation and academic achievement of X class students, this means that those students who have high level of achievement motivation also scores high academic achievement.
- iii. The present study also found that there is a significant difference between Achievement Motivation with Low, Medium and High level Achievement related to their Academic Achievement.
- iv. This indicates that achievement motivation effected by different levels of academic achievement.

### **5.3.0 EDUCATIONAL IMPLICATION**

The researcher in the field of and achievement motivation and academic achievement of students has been made the teacher to believe that achievement motivation affects the academic achievement of the students. This generalized fact over different periods is corroborated empirically.

In other words, it may be said that the children who have high level of achievement motivation also have good academic achievement. On the basis of these observations following suggestions are put for the teachers, parents and administrators.

- The students need to be provided adequate conducive environment so that their achievement motivation can be enhanced.
- Parents should make an effort to develop in them encouragement so that children can make high achievement in their life.

- The proper encouragement from parents increases the achievement motivation among students and lessens the stress and disorganisation of the personality.
- Both parents and teachers need to cooperate in making learner to make better achievement motivation by encouraging them.
- The curriculum planners and the educational policy makers should incorporate the necessary concepts to promote achievement motivation.

#### **5.4.0 SUGGESTIONS FOR FURTHER RESEARCH**

In the light of the present study, the present problem can be undertaken from various other angles. Some of the suggested areas where investigations can be undertaken are listed below:

- A comparative study with the variable exclusively boys and girls school as sample can be undertaken.
- Socio economic status, I.Q. age may be taken under consideration for academic achievement and achievement motivation.
- Studies of the similar nature can be undertaken on institution run by different management.
- The study has been conducted by taking into consideration the achievement motivation and academic achievement of students. Further studies can be conducted by using other variables also.
- The study can be carried out by taking data from urban as well as rural area also.
- The study can be conducted on the large sample.



- The study can be undertaken in the other districts, since it is confined to Bhopal only.
- The present study cannot be called final or comprehensive. More work can be done on different sample of different groups.