ACHIEVEMENT MOTIVATION: A MAJOR FACTOR IN DETERMINING ACADEMIC ACHIEVEMENT

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ABSTRACT

The present study was planned to find the effect of achievement motivation on the academic achievement of adolescents in relation to some demographic variables viz. gender, locality and type of schools. In the present study, descriptive method was used. 320 adolescent students selected by the method of random sampling from the target population constituted the sample for the present investigation. However, academic achievement of the students was determined on the basis of marks obtained in 10th class of Board Examination. To measure the Achievement Motivation of the subjects, Achievement Motive Test by Dr Bhargava was used. After sorting the data for final scores, Means, SD’s, and t-test were employed to compare the academic achievement of adolescents with high and low achievement motivation as statistical techniques in the present study. Data analysis showed that there was significant difference in academic achievement among adolescents with high and low level of achievement motivation in relation to gender, locality and type of schools. It was found that male & female adolescents with high achievement motivation showed better academic achievement than their counterparts. Further, results also showed that high achievement motivation adolescents of rural area and urban area as well as private and govt. schools were found to be better on academic achievement than their corresponding parts.

KEYWORDS: Achievement Motivation, Adolescents, Academic Achievement, Demographic Variables - Gender, Locality, Type of Schools.

INTRODUCTION

Academic achievement has always been one of the most complex and controversial issues in education. It has always been the crucial point and the focus of numerous researchers and the
topic of many government reports not only in our country but in most of the developed and
developing countries of the world also. In the common terminology, academic achievement
refers to the level of attainment in various subjects as indicated by marks or grade points. It may
be the attained ability to perform school tests. Thus, academic achievement refers to marks or
grades obtained in subject taught in school after an examination, be it written or oral. It is
universally accepted that marks serve the basis of classification and certification, motivation and
measurement of educational performance. Academic achievement also means the attained level
of students functioning in the school task such as languages, mathematics, science etc. as shown
by school marks. Achievement in the educational situation has frequently been referred to as
academic achievement or academic attainment. The term academic achievement signifies
various aspects of learning as ability to learn, academic aptitude, measures of motivation, level
of aspiration and creative capacity.

The term academic achievement is related to the acquisition of principles and
generalizations and the capacity to perform efficiently. Assessment of academic performance has
been largely confined to the evaluation in terms of information, knowledge and understanding,
certain manipulations of objects, symbols and ideas. Academic achievement is employed as a
customary criterion to measure the level of knowledge, understanding and acquisition of skill.
Yet, in spite of this one is still far from reaching an understanding of the actual process of
academic achievement. With the result, current level of understanding the complexities of school
achievement, especially at high school stage, falls far short of what is desirable. Thus, academic
achievement holds a cardinal place in the field of education and is considered as the outstanding
inducement for the progress of individuals. It is the unique responsibility of all educational
institutions to promote a wholesome academic development of the students. It helps the students
to understand the hierarchy based on academic achievement and is the most desirable outcome of
school life. All the activities of school revolve around the academic achievement of the students.
Administrators, educators, curriculum planners, teachers and students work to make teaching-
learning process feasible for academic excellence. Academic achievement is an index of success
of students’ performance, teachers’ efforts and significance of curriculum and educational
objectives.

The need and desire to achieve is basic and natural in human beings as the other
biological or socio-psychological needs and desires. The need and desire to achieve is a spring-
board of the achievement motivation. However in a competitive society or set up, the desire to
excel over others or to achieve a higher level than one’s peers is more intensified which in turn
may lead to a stronger drive or motive to achieve something or everything that is essential to beat
others in the race and consequently experience a sense of pride and pleasure in the achievement.

One of the important needs present to some degree in all human beings is the need for
achievement or the need to attain increasingly higher level of performance. People high in
achievement motivation tend to exert more efforts and perform better than the low achievers.
They are task oriented and prefer to work on tasks that are challenging and on which their
performance can be evaluated in some way. It may be by comparing it with other person’s
performance in terms of some standards.
Achievement motivation refers to the behaviour of an individual who strives to accomplish something, to do his best, to excel others in a performance. It has been referred as the need for achievement and abbreviated as N-Ach. This involves competition with a particular standard of excellence, of performance that every characteristic of achievement motivation distinguishes it from other motives. Achievement Motivation is essentially a type of motivation that is personal in nature. The basis of achievement motivation is achievement motive i.e. motive to achieve is said to work under the spirit of achievement motivation. A motive comes into picture when an individual knows that his performance will be evaluated and that the consequences of his actions will be either a success or failure and that good performance will produce a feeling of pride in accomplishment. In general achievement motivation is expectancy at finding satisfaction in mastery of difficult and challenging performances whereas in the field of education it particularly stands for the pursuit of excellence. From teacher’s point of view, achievement motivation can be taken as active interest of pupils in the areas of learning. One of the major problems of teachers is to make his pupils achievement oriented, so that they can make effective use of their intellectual aspect for achieving the academic progress for which they are potentially capable. If this does not happen they become tense, hence come under stress. So the striking need is to explore the relationship between achievements, motivation and stress. People with strong achievement motive prefer task and skill rather luck determining the outcome. They seek personal responsibility to have a future time perspective in estimating their chances for success. Regarding students capacity to cope with stress of examination, it seems important to account for one’s level on the need for achievement.

In the world of today materialistic forces are having an upper edge over and above the spiritual and other worldly notions which were the characteristics of the age before the upcoming of the new scientific era. Now personal achievement is thought of as universal positive value and as such is stressed in the modern societies of the present age. Achievement and the need to achieve have enjoyed the general acceptance and are employed as standard for evaluating the individual in his various aspects. In recent years, need for achievement has become a major sub area in developing general theory of motivation. Atkinson (1967) revealed that achievement motivation was positively linked with the academic achievement. Gawande (1988) found a significant relationship between achievement motivation and academic achievement of the adolescents. Ramaswamy (1988) reported that achievement motivation was positively related to academic achievement. Saraswat (1988) revealed that boys-girls, rural-urban students significantly differed in their achievement motivation and the coefficient of correlation among achievement motivation and academic achievement were significant. Baskaran (1991) explored a significant relationship between achievement motivation and academic achievement of the adolescents. Harikishan (1992) reported achievement motivation as an effective determinant of academic achievement. Devanesan (1999) concluded that there was a significant and positive relationship between achievement motivation and academic achievement. Alam (2001) revealed a positive relationship between achievement motivation and academic achievement. Adsul and Kamble (2008) found that gender does not have any effect on the achievement motivation. Pandey (2008) explored a positive correlation between achievement motivation and academic achievement. Noorjahan and Wajiha (2009) found that achievement motivation contributes significantly to academic achievement. David & Sumod (2011) reported that achievement motivation and reading comprehension in English are significantly positive related. Singh (2011)
found no significant difference in academic achievement motivation between aided and non-aided high school pupils. Deswal & Rani (2012) found that male adolescents were possessing higher level of achievement motivation than female adolescents.

RATIONAL OF THE STUDY

Developing country like India requires brilliant, talented and gifted men in various fields. Therefore, the government is paying particular attention towards their education because their breakdown in school takes a serious loss in terms of human assets like time, money and above all happiness. For this reason, the school can formulate a direct and vitally important input by raising the standard of achievement of students and reducing their academic wastage. So, there is a need to provide appropriate awareness to the adolescents as they account for one fifth of the world population. This is the period in which a child gets physical, emotional and psychological maturity. About this time, there appears a sense of self dependence accompanied by a feeling of responsibilities among them. Thus we need to channelize their energies to attain the goal of education system.

Though the goal of all educational programmes of every country is envisaged as maximizing the achievement of students, experience reveals that students do not attain the same level of success. With due recognition to individual differences in ability, interest and aptitude, it is evident that all children are not capable of reaching the same educational standard although all of them are quite capable of being improved upon. Thus there is a need to know the factors which contribute towards high achievement and the factors which act as barriers to it. Thus the pressing need for the identification of the causes and conditions which give rise to the phenomenon of high achievement and low achievement is of recent origin. Such identification of causes and conditions become necessary due to the fact that many of intellectually capable students do not achieve in school what they could and what their measured capacity indicates. So, the present work is directly concerned with factors related with differences in academic achievement of adolescent students in school system. In the present study, an attempt has been made to find the effect of achievement motivation on the academic achievement of adolescent students.

The novelty and validity of the present problem for study justify with the time to study and explore the unknown so that progress of the adolescents as well as of the nation can be accelerated. It will be helpful in the guidance and counseling of the adolescents. It will be helpful in producing their interest about their occupations and careers. It will be helpful to the adolescent to improve their personality. Therefore, the investigators due to interest in exploring the various factors responsible for the low achievement and high achievement of adolescent students considered it worthwhile to study the achievement motivation as determinant of academic achievement of adolescents for the present investigation.

OBJECTIVES

The present study was carried out with the following objectives:

1. To study the effect of achievement motivation (High & Low) of adolescents on their academic achievement.
2. To study the effect of achievement motivation (High & Low) of adolescents on their academic achievement with respect to gender, locality and type of schools.

**HYPOTHESES**

Based upon the above mentioned objectives, the following hypotheses were formulated.

- **H<sub>01</sub>** There exists no significant difference in academic achievement among adolescents with high and low achievement motivation.

- **H<sub>02</sub>** There exists no significant difference in academic achievement among male adolescents with high and low achievement motivation.

- **H<sub>03</sub>** There exists no significant difference in academic achievement among female adolescents with high and low achievement motivation.

- **H<sub>04</sub>** There exists no significant difference in academic achievement among adolescents of rural area with high and low achievement motivation.

- **H<sub>05</sub>** There exists no significant difference in academic achievement among adolescents of urban area with high and low achievement motivation.

- **H<sub>06</sub>** There exists no significant difference in academic achievement among adolescents of government schools with high and low achievement motivation.

- **H<sub>07</sub>** There exists no significant difference in academic achievement among adolescents of private schools with high and low achievement motivation.

**DESIGN OF THE STUDY**

In the present study, descriptive method was used. The comparison was made to study the academic achievement of adolescents in relation to their high & low achievement motivation of adolescents and demographic variables viz. gender, locality & type of schools. The independent variable achievement motivation was varied at the different levels as shown in the schematic design given below:-
Adolescent students studying 11th class in various schools located at Rohtak and Sonepat Districts of Haryana State constituted the target population for the present study.

SAMPLE

320 adolescent students selected by the method of random sampling from the target population constituted the sample for the present investigation. However, academic achievement of the students was determined on the basis of marks obtained in 10th class of Board Examination. The sample drawn from the target population has also been shown in Table-1

TABLE -1

BREAKUP DETAILS OF THE SAMPLE SELECTED FOR THE STUDY

<table>
<thead>
<tr>
<th>Group</th>
<th>High</th>
<th>Low</th>
<th>Male</th>
<th>Female</th>
<th>Urban</th>
<th>Rural</th>
<th>Govt. School</th>
<th>Private School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement Motivation</td>
<td>140</td>
<td>180</td>
<td>77 (High)</td>
<td>63 (High)</td>
<td>71 (High)</td>
<td>69 (High)</td>
<td>63 (High)</td>
<td>77 (High)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>83 (Low)</td>
<td>97 (Low)</td>
<td>89 (Low)</td>
<td>91 (Low)</td>
<td>97 (Low)</td>
<td>83 (Low)</td>
</tr>
</tbody>
</table>
TOOLS USED

To measure the Achievement Motivation of the subjects, Achievement Motive Test by Dr. Bhargava was used. The test- retest reliability after an interval of one month was found to be 0.87. The test was tried for having the agreement with the criterion test of N-Ach and with educational achievement in various faculties. It was found that the test scores on this test and that with the test scores for Sentence Completion Test of Dr. Bishwanath Mukherji had an agreement of 0.80 and with educational test (general), it had an agreement of 0.75. For English version, the values of validity indices were 0.85 with educational achievement test.

STATISTICAL TECHNIQUES USED

After sorting the data for final scores, Means, SD’s, and t-test were employed to compare the academic achievement of adolescents with high and low achievement motivation as statistical techniques in the present study.

ANALYSIS AND INTERPRETATION OF RESULTS

The first objective of the study was to compare the academic achievement with respect to high and low achievement motivation of adolescents. Table-2 presents mean, S.D.’s and t-values of adolescents belonging to high and low achievement motivation with respect to their academic achievement.

TABLE-2

<table>
<thead>
<tr>
<th>Variable</th>
<th>Group</th>
<th>N</th>
<th>Means</th>
<th>SD’s</th>
<th>t-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement motivation</td>
<td>High Achievement Motivation Adolescents</td>
<td>140</td>
<td>63.05</td>
<td>9.62</td>
<td>5.62**</td>
</tr>
<tr>
<td></td>
<td>Low Achievement Motivation Adolescents</td>
<td>180</td>
<td>57.3</td>
<td>8.64</td>
<td></td>
</tr>
</tbody>
</table>

**Significant at 0.01 level

Table-2 further reveals that t-value 5.62 for the mean scores of academic achievement between high achievement motivation and low achievement motivation of adolescents is significant at 0.01 level. Thus hypotheses H₀₁ “There exists no significant difference in academic achievement among adolescents belonging to high and low level of achievement motivation.” is not accepted at 0.01% level of significance. In the context of mean scores, it was found that the mean score of academic achievement of high achievement motivation adolescents (63.05) is higher than that of low achievement motivation adolescents (57.3). It indicates that adolescents with high achievement motivation have more academic achievement than their counterparts. The
possible reason for this significant difference may be due to a desire to attain a high standard of excellence and self-imposed requirement for good performance. This finding is in consonance with the finding of Devanesan (1999) who revealed that the academic achievement of students was positively related to their achievement motivation.

EFFECT OF ACHIEVEMENT MOTIVATION OF MALE AND FEMALE ADOLESCENTS ON THEIR ACADEMIC ACHIEVEMENT

The second objective deals with the comparison of academic achievement between males and females who have high achievement motivation and low achievement motivation. Table-3 presents means, SD’s and t-values of high achievement motivation and low achievement motivation of male and female with respect to their academic achievement. The mean scores have also been presented in the form of 3-D clustered bar in Fig. 1.

**TABLE-3**

‘T’ VALUES FOR MEANS OF ACADEMIC ACHIEVEMENT OF ADOLESCENTS WITH RESPECT TO ACHIEVEMENT MOTIVATION BASED ON GENDER

<table>
<thead>
<tr>
<th>Variables</th>
<th>Group</th>
<th>N</th>
<th>Means</th>
<th>SD’s</th>
<th>t-values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement Motivation of Male Adolescents</td>
<td>High Achievement Motivation</td>
<td>77</td>
<td>61.53</td>
<td>10.02</td>
<td>4.32**</td>
</tr>
<tr>
<td></td>
<td>Low Achievement Motivation</td>
<td>83</td>
<td>55.21</td>
<td>8.47</td>
<td></td>
</tr>
<tr>
<td>Achievement Motivation of Female Adolescents</td>
<td>High Achievement Motivation</td>
<td>63</td>
<td>64.92</td>
<td>8.84</td>
<td>4.196**</td>
</tr>
<tr>
<td></td>
<td>Low Achievement Motivation</td>
<td>97</td>
<td>59.09</td>
<td>8.42</td>
<td></td>
</tr>
</tbody>
</table>

**Significant at 0.01 level

Table-3 depicts that ‘t’-value (4.32) for the mean scores of academic achievement among high and low achievement motivation of male adolescents is significant at 0.01% level of significance. Thus hypothesis H₀₂ “There exists no significant difference in academic achievement among male adolescents belonging to high and low level of achievement motivation” is not accepted. In the context of mean scores, it was found that the mean scores of academic achievement of male adolescents with high achievement motivation (61.53) are higher than that of males with low achievement motivation (55.21). It reveals that male adolescents with high career maturity have more academic achievement than those with low career maturity. This may be attributed to the fact that the adolescents with high achievement motivation have high intrinsic motivation and a great desire to learn which results in high academic achievement as compared to their counterparts.
Table-3 further reveals that ‘t’ value (4.19) for the mean scores of academic achievement among high and low achievement motivation of female adolescents is significant at 0.01 level. Thus hypothesis H₀₃ “There exists no significant difference in academic achievement among female adolescents belonging to high and low level of achievement motivation” is not accepted. An examination of the table-3 depicts that the mean scores of academic achievement of high achievement motivation female adolescents (64.92) is greater than that of low achievement motivation female adolescents (59.09). It shows that female adolescents with high achievement motivation have more academic achievement than female adolescents with low achievement motivation. The probable reason behind this may be that the female adolescents with high career maturity are highly motivated due to the desire to excel. Thus, they work hard in this direction and are serious towards their studies. In contrast to the above finding Gawande (1988) reported that the males were more achievement motivated than the females.

**EFFECT OF ACHIEVEMENT MOTIVATION OF RURAL AND URBAN ADOLESCENTS ON THEIR ACADEMIC ACHIEVEMENT**

The second objective was framed to compare the academic achievement between rural and urban adolescents who have high and low achievement motivation. Table-4 presents means, SD’s and ‘t’-values of rural and urban adolescents with respect to their academic achievement. The mean scores have also been presented in the form of 3-D clustered bar in Fig.2.
**TABLE-4**

‘T’ VALUE FOR MEANS OF ACADEMIC ACHIEVEMENT OF ADOLESCENTS WITH RESPECT TO ACHIEVEMENT MOTIVATION BASED ON RURAL AND URBAN AREAS

<table>
<thead>
<tr>
<th>Variables</th>
<th>Group</th>
<th>N</th>
<th>Means</th>
<th>SD’s</th>
<th>t-values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement Motivation of Rural Area</td>
<td>High Achievement Motivation</td>
<td>69</td>
<td>58.87</td>
<td>7.68</td>
<td>3.60**</td>
</tr>
<tr>
<td>Adolescents</td>
<td>Low Achievement Motivation</td>
<td>91</td>
<td>54.97</td>
<td>7.62</td>
<td></td>
</tr>
<tr>
<td>Achievement Motivation of Urban Area</td>
<td>High Achievement Motivation</td>
<td>71</td>
<td>67.12</td>
<td>9.61</td>
<td>4.77**</td>
</tr>
<tr>
<td>Adolescents</td>
<td>Low Achievement Motivation</td>
<td>89</td>
<td>60.19</td>
<td>8.70</td>
<td></td>
</tr>
</tbody>
</table>

**Significant at 0.01 level

Table -4 shows that ‘t’ value (3.60) for the mean scores of academic achievement among high and low achievement motivation adolescents belonging to rural and urban area is significant at 0.01 level. The Hypothesis H05 “There exists no significant difference in academic achievement among adolescents of rural area with high and low level of achievement motivation” is not accepted. In the context of mean scores, it was found that the mean score of academic achievement of rural area adolescents with high achievement motivation (58.87) is higher than (54.47). It reveals that rural area adolescents with high achievement motivation have high academic achievement than the adolescents with low achievement motivation.
Table-4 further shows that ‘t’ value (4.77) for the mean scores of academic achievement among high and low achievement motivation of urban area adolescents is significant at 0.01 level. The hypothesis $H_{012}$ “There exists no significant difference in academic achievement among adolescents of urban area belonging to high and low level of achievement motivation” is not accepted. An examination of the table-4 further reveals that the mean scores of academic achievement of urban area adolescents with high achievement motivation (67.12) is higher than that those having low achievement motivation (60.19). It shows that urban area adolescents with high achievement motivation have high academic achievement than low achievement motivation adolescents. This may be attributed the fact that adolescents with high achievement motivation belonging to urban area are more competitive with a standard of excellence and the self-imposed requirement for good performance. They work for the fulfillment of long-term goals and exhibit better academic achievement than their counterparts. This finding is also supported by Gawande (1988) who found that there is a high correlation between achievement motivation and academic achievement of rural students.

EFFECT OF ACHIEVEMENT MOTIVATION OF ADOLESCENTS STUDYING IN GOVT. AND PRIVATE SCHOOLS ON THEIR ACADEMIC ACHIEVEMENT

This section deals with the comparison of academic achievement among adolescents studying in govt. and private schools with high and low achievement motivation. Table-5 presents means, SD’s and ‘t’ values of high and low achievement motivation adolescents studying in govt. and private schools with respect to their academic achievement. The mean scores have also been presented in the form of 3-D clustered bar in Fig.-3.
**TABLE -5**

‘T’ VALUES FOR MEANS OF ACADEMIC ACHIEVEMENT OF ADOLESCENTS WITH RESPECT TO ACHIEVEMENT MOTIVATION BASED ON GOVT. AND PRIVATE SCHOOLS

<table>
<thead>
<tr>
<th>Variables</th>
<th>Group</th>
<th>N</th>
<th>Means</th>
<th>SD’s</th>
<th>t-values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement Motivation of Adolescents studying in Govt. Schools</td>
<td>High Achievement Motivation</td>
<td>63</td>
<td>64.92</td>
<td>8.84</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Low Achievement Motivation</td>
<td>97</td>
<td>59.09</td>
<td>8.42</td>
<td></td>
</tr>
<tr>
<td><strong>Achievement Motivation of Adolescents studying in Private Schools</strong></td>
<td>High Achievement Motivation</td>
<td>77</td>
<td>61.53</td>
<td>10.02</td>
<td><strong>4.32</strong></td>
</tr>
<tr>
<td></td>
<td>Low Achievement Motivation</td>
<td>83</td>
<td>55.21</td>
<td>8.47</td>
<td></td>
</tr>
</tbody>
</table>

**Significant at 0.01 level**

Table-5 depicts that ‘t’ value (4.20) for the mean score of academic achievement among high and low achievement motivation of adolescents studying in govt. schools is significant at 0.01 level. The hypothesis $H_{06}$, “There exists no significant difference in academic achievement among adolescents of govt. schools belonging to high and low level of achievement motivation” is not retained. In the context of mean scores, it was found that the mean scores of academic achievement of adolescents with high achievement motivation studying in govt. schools (64.92) is higher than that of low achievement motivation adolescents (59.09). It shows that high achievement motivation adolescents who are studying in govt. schools have high academic achievement than low achievement motivation adolescents. This finding is in consonance with the findings of Alam (2001) who found a positive relationship between academic achievement and achievement motivation.

Table-5 further reveals that t-value (4.32) for the mean scores of academic achievement among high and low achievement motivation of adolescents studying in private schools is significant at 0.01 level. The hypothesis $H_{07}$ “There exists no significant difference in academic achievement among adolescents of private school belonging to high and low level of achievement motivation” is not accepted. An examination of table-5 again reveals that the mean score of academic achievement of adolescents with high achievement motivation studying in private schools (61.53) is higher than those having low achievement motivation (55.21). It also shows that the adolescents with high achievement motivation studying in private schools have high academic achievement than the adolescents with low achievement motivation. The possible reason for this significant difference may be that the adolescents with high achievement...
motivation studying in private schools have a high level of motivation which drives them towards their goal. Thus, they exhibit high academic achievement.

![Bar Chart](image)

**FIG -3: EFFECT OF ACHIEVEMENT MOTIVATION ON ACADEMIC ACHIEVEMENT OF ADOLESCENTS STUDYING IN GOVT. & PRIVATE SCHOOLS**

**FINDINGS**

- Significant difference was found in academic achievement among adolescents with high and low level of achievement motivation. Adolescents with high achievement motivation showed better academic achievement than the students with low achievement motivation.

- Academic achievement of adolescents with high and low level of achievement motivation in relation to gender differs significantly. However it was further found that male & female adolescents with high achievement motivation showed better academic achievement than their counterparts.

- Significant difference was found in academic achievement among adolescents with high and low level of achievement motivation in relation to locality. It was inferred that high achievement motivation of rural & urban area adolescents were found to be better on academic achievement than their opposites.

- There was significant difference in academic achievement among adolescents with high and low level of achievement motivation in relation to type of schools. The results revealed that the adolescents studying in private & govt. schools with high achievement motivation were also high in academic achievement as compared to their matching parts.

**EDUCATIONAL IMPLICATIONS**

The study exposes that achievement motivation of adolescents plays a significant role in determining their academic achievement. Adolescents with high achievement motivation
exhibited enhanced achievement than their counterparts. Therefore, adolescents who belong to low achievement motivation group should be provided proper learning facilities and motivated by the teachers and parents so that they can excel in their studies. Such students should be given proper motivation by the school authorities. Techniques like rewards, incentives etc should be implemented by the stakeholders. The schools should organize competitions and games for them so that they do not feel neglected due to lack of opportunities and get motivated to perform better. Their class teachers and counselors should interact with their parents to get the feedback and to solve the problems which hamper their achievement. These parent-teacher meetings should be the regular attribute of the school programme to hearten add promote such adolescents for better academic achievement.

The fact that the adolescents constitute on important part of society can’t be denied. So in the present scenario much emphasis should be laid to uplift the adolescents and youth in society. If we neglect them, they may loose their interest in academic work and become bored and frustrated and indulge themselves in undesirable activities. And we cannot waste the energies of our able youth. Developing country like India needs gifted man in various fields, therefore the government is paying special attention towards their education because the failure in school takes a heavy loss in terms of human energy, time, money and above all prosperity. India cannot afford the loss of manpower within the high ability range when it is known that every country has a limited ‘pool of ability’. For this reason, the schools can make an unswerving and vitally important contribution for enhancing the achievement of adolescents and reducing their academic wastage. In this way, accomplishment level of adolescents can be increased through various academic as well as co-curricular activities as well as by enhancing their achievement motivation also.

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