A Study of Achievement Motivation Among scheduled caste Secondary School Students in Relation to Certain Variables

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1. Introduction

Motivations are primarily separated into two categories: extrinsic and intrinsic. Achievement Motivation Theory (AMT) explains the integral relationship between an individual's characteristics and his/her need to achieve something in life. In doing so, it also takes into account the kind of competitive drive a person has to achieve set goals. Achievement Motivation Theory attempts to explain and predict behavior and performance based on a person's need for achievement, power, and affiliation" (Lussier & Achua, 2007, p. 42). The Achievement Motivation Theory is also referred to as the Acquired Needs Theory or the Learned Needs Theory.

David McClelland is most noted for describing three types of motivational need, which he identified in his 1961 book, The Achieving Society: Achievement motivation (n-ach) Authority/power motivation (n-pow) Affiliation motivation (n-affil)

So, what are the main theories of work motivation? We've selected three high-profile theories that offer an interesting take on what motivates different individuals: Maslow's Hierarchy of Needs, McClelland's Three Needs Theory, and Herzberg's Motivation Theory.

This theory consists of five components, they are as follows: Personality or motives, Situational factors, Resultant tendencies, emotional reactions and achievement related behaviour.
In present research the researcher has tried to measure the achievement motivation of reserved categories students especially scheduled caste students.

2.Statement of the Problem

Inspired by all the considerations as mentioned above the investigator chose to take up the present problem entitled as;
A Study of Achievement Motivation Among scheduled caste Secondary School Students in Relation to Certain Variables

3. Definitions of Keywords

3.1 Achievement Motivation

Achievement motivation typically refers to the level of ones' motivation to engage in achievement.

4. Objectives of the Study

1. To study the achievement motivation of scheduled caste students of Secondary schools of Aravali District.
2. To study the achievement motivation of scheduled caste students in relation to Gender.
3. To study the achievement motivation of scheduled caste students in relation to Area.

5. Hypotheses

Ho_1 There is no significant difference between the mean score of scheduled caste boys and girls students on Achievement motivation scale.

Ho_2 There is no significant difference between the mean score of scheduled caste students of rural and urban area on Achievement motivation scale.

6. Importance

The present research is useful to the pupils, teachers, parents, society and school. From the present research the scheduled caste student will know achievement motivation. The teachers can also very well explain the students about achievement motivation. The parents can also know how achievement motivation help the learning style of the students. The society can generalized the relation between achievement motivation and other variables of the scheduled caste students.

7. Limitations

The limitations of the present research are as follows

1. The present research is limited to the scheduled caste students of year 2021-22.
2. The present research is limited to the scheduled caste students of Gujarati medium secondary school of Sabarkantha District.
3. The present research is limited to the scheduled caste students of standard 9th.

8. Population and Sample

All the scheduled caste students studying in standard 9th in Gujarati medium secondary schools of Aravali District are the population of the present research.

From population the researcher has stratified the schools as per rural and urban area. From that the researcher has randomly selected the three school from both area. Out of selected schools the scheduled caste students presented at the day of data collection are the selected as a sample of present study. Thus the researcher has selected the 100 scheduled caste students with stratified random sampling techniques.

9. Research Tool

The researcher has collected the data with the help of self made tool that is achievement motivation scale. There are 80 statements in the tool. The reliability of tool is 78.25 by test retest method and 81.10 by spilt half method. The validity of tool found by researcher is 71.27.

10. Data Collection

The researcher has first took prior permission of the principal of the selected schools. Then researcher visited the selected schools and gave both the test to the scheduled caste students. The researcher has explained objectives of the research. In specific time limit the students completed test , then researcher has thanked the scheduled caste students.

11. Analysis of Data

The researcher has analysed the data with the help of mean, standard deviation and t value.

12. Findings and Discussion

On the basis of the analysis and interpretations of the data the following findings have been drawn out:

Ho_1There is no significant difference between the mean score of scheduled caste boys and girls students on Achievement motivation scale.

This hypothesis shows the output that t 'worth between mean score of scheduled caste boys and girls sec. school students on Achievement Motivation is 4.041 that is noteworthy at .01 level of implication. Therefore, the null hypothesis is rejected. This proves that scheduled caste girls students have more

achievement motivation in comparison of the boys students. The rationale can be that the feminine students a great deal centered on her goal. The second reason can be that the scheduled caste girls student has high level of aspiration instead of scheduled caste boys students.

Ho$_2$There is no significant difference between the mean score of scheduled caste students of rural and urban area on Achievement motivation scale.
This hypothesis shows the output that t 'worth between mean score of **scheduled caste students of rural and urban area** on Achievement Motivation is 6.85 which is significant at .01 level of significance. Therefore the null hypothesis is rejected. This proves that scheduled caste urban students are more motivated on achievement rather than scheduled caste rural students which affect their learning style. The reason might be that the scheduled caste urban students have more opportunities and facilities like good schools, trained teachers etc. in comparison of scheduled caste rural students. The second reason might be that the urban students are highly inspired and happy on his achievement.

13. **Educational Implications**
Despite the fact that the existence of the investigation was banned, it still gives us some fascinating and valuable discoveries. The obtained results have some effects of appropriate properties. Similarly in the field of training, these discoveries are exceptional analyzes of parents, mentors, trainers, training organizers and other school task forces, empowering them to use the analyst's experience and learning. Along with the current investigative discoveries are enlightening embroils: the instructors' commitment to building an understanding of the great nature cannot be disregarded.

Academic advisors should arrange instruction projects, for example, workshops, seminars, and understandings to equip the open dialogue for the supporting school with the necessary abilities to improve their learning style.

Counseling should be focused specially on scheduled caste students so that everyone can be placed in high school, so that positive self-Concept has a solid relationship with Achievement Motivation, so that they can understand their positive learning style.

14. Conclusion
The present research has focused on how gender and area affects the achievement motivation of the scheduled caste students. Gender and area affected the achievement motivation. Many other variables may affect the achievement motivation of the scheduled caste students.

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