Achievement motivation and Insecurity among Secondary school students

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ABSTRACT: The school is a powerful agency in the development of behaviour of the child. It is a miniature of society in which children live, make interactions, get all round development, get socialized and perform mostly function under the supervision of their teachers or instructors. The school is a formal socializing institution which differs from the family. The development of child is influenced by various factors of school like physical development, moral development, emotional development, intelligence level, environment, population, socio economic condition, nutrition, age, type of schools, language, customs, beliefs, rituals, caste, religion, colour and most importantly its social culture & festivals. The present study was undertaken to study achievement motivation and insecurity of government and private secondary school students. The sample of the study comprised of 300 (150 from government and 150 from private) secondary school students which were selected randomly from 12 schools of district Patna, Bihar. For Achievement motivation, Statements was used and for insecurity, questionnaire was used. Results revealed that private secondary school students differ significantly on 'Acceptance' dimension of academic achievement while as on composite score both government and private secondary school students differ significantly. Further, private secondary school students showed good achievement motivation rather than government school students.

Keywords: Secondary school, Patna, Achievement motivation, Insecurity, Government Schools, Private schools

I. INTRODUCTION

Achievement motivation is a new concept in the field of Psychology. David Mc Cleland (1961) at Harvard University worked in this field. He tried to measure high need for achievement (n-Ach). Mc Cleland measured n-Ach using the Thematic Apperception Test (TAT). He counted the amount of achievement imagery in the respondent. He concluded Achievement motivation leads people to set realistic put challenging goals. Achievement motivated people are not gamblers and do not like leaving things to chance Gamblers prefer big risks because they can rationalize away failure as being outside their control, conservatives prefer small risks with guaranteed gains and no blame. Only achievement motivated people take the middle ground of challenge and moderate risk where their skills will affect the outcome.

"Achievement motivation could be calculated mathematically by measuring a person's desire to succeed and subtracting their fear of failure. High achievers have a great desire to succeed and are not put of by the fear of failure".-Atkinson

For a achievement motivated person, A constant struggle, a ceaseless battle to bring success from inhospitable surrounding is the price of all great achievements.

To understand it in a better way first we have to understand both the words achievement and motivation is a better way.

Achievement Motivation

Achievement motivation is a new concept in the field of Psychology. David Mc Cleland (1961) at Harvard University worked in this field. He tried to measure high need for achievement (n-Ach). Mc Cleland measured n-Ach using the Thematic Apperception Test (TAT). He counted the amount of achievement imagery in the respondent. He concluded Achievement motivation leads people to set realistic put challenging goals. Achievement motivated people are not gamblers and do not like leaving things to chance Gamblers prefer big risks because they can rationalize away failure as being outside their control, conservatives prefer small risks with guaranteed gains and no blame. School and classroom Environment play a vital role in overall development of the students. The quality of education in the classroom is of

great importance to students and creating an environment which respects diversity and appreciates individual differences contributes to Academic achievement and success. Only achievement motivated people take the middle ground of challenge and moderate risk where their skills will affect the outcome.

'Achievement' is to obtain some specific outcomes in learning activities. For good academic achievement students need proper education, training, environment and healthy relationship among his known person such as family members, friends, Teachers and locality. School and family should provide a sound and healthy environment for students so that they could get all round development of their personality. It refers to the average marks obtained by a student in the final examination. To meet the fate of life, it is the learning environment that determines how a student performs and interacts. Academic performance includes both curricular and co-curricular performance of students.

Insecurity

Insecurity is the most common psychological error to occur in humans. It plaque almost everyone sometimes or another. It is a feeling of not being good enough to meet the challenge of a situation, you face in life. A sense of helplessness prevails in the face of problems conflict and concerns. It is a feeling which makes one believes that he is in adequate or incompetent to handle life's challenges.

Other those suffering from insecurity have the perception that life is unpredictable with the burden of meeting a lot of expectations. Insecurity gives a sense of lack of support or reinforcement where you live, work or play. It makes you under confident and nervous in all situations. Insecurity often develops in people from a sense of being unaccepted, disapproved or rejected. Inner turmoil is coming from lack of direction or bewilderment as where you are going what your goals are and what responses are appropriate for events in life.

II. STATEMENT OF THE PROBLEM
"Achievement Motivation and insecurity among Secondary schools students".

III. OBJECTIVES OF THE STUDY
1. To find out the difference between achievement motivation of students of secondary schools students.
2. To find out the difference between Insecurity of students of secondary schools students.

IV. HYPOTHESES
1. There is no significant difference between achievement motivations of secondary school students.
2. There is no significant difference between Insecurity of secondary school students.

V. OPERATIONAL DEFINITION
1. **Achievement motivation-** Individuals experience motivation in different ways, whether it is task- or ego based in nature. Some people strive to achieve their goals for personal satisfaction and self-improvement while others compete with their surroundings in achievement settings simply as classify as the best. Achievement motivation affects motivation and the resulting behavior.
2. **Insecurity** is a feeling of general unease or nervousness that may be triggered by perceiving of oneself to be vulnerable in some way, or a sense of vulnerability or instability which threatens one's self-image or ego.
3. **Private school** refers to those schools which are run, managed and administered by private agencies. It belongs to a specific person or group which cannot be shared by others.
4. **Government schools** refer to those schools which are run, managed and administered by government. It belongs to every citizen of the country not personal.

VI. SAMPLE
A sample of 300 students (150 Governments and 150 Private) was drawn through stratified random sampling technique from different secondary schools of Patna district, Bihar, India. The students enrolled in 9th and 10th classes were considered for the sample.

VII. METHOD
Researcher used **2 X 2 X 2** factorial design / Method. It means he has three independent variables with each having two levels. So basically he has eight conditions in his study that the unique combination of all levels with two genders, two types of school and two levels of academics and so forth.
FD technique was introduced by fisher in 1926.It is applied in optimization technique.

VIII. TOOL
➤ Achievement motivation- Deo- Mohan achievement motivation scale (1985) of Statements was used for data collection

> Insecurity questionnaire constructed and standardized by G.C Pali was used to collect the data.

IX. STATISTICAL TECHNIQUES USED

The collected data was analyzed by using -
Mean,
Standard deviation and
t- Test.

## X. ANALYSES, INTERPRETATION AND DISCUSSION

Hypothesis Testing

1. **Hypothesis 1:** There is no significant difference between achievement motivation of Government and private secondary school students.

TABLE 1

Mean, S.D. and 't' value of achievement motivation of students of Government and private secondary school students.

Group	Govt. School	Private School
Mean	149.50	169.93
S.D	11.77	6.82
t	7.63	

FIGURE 1
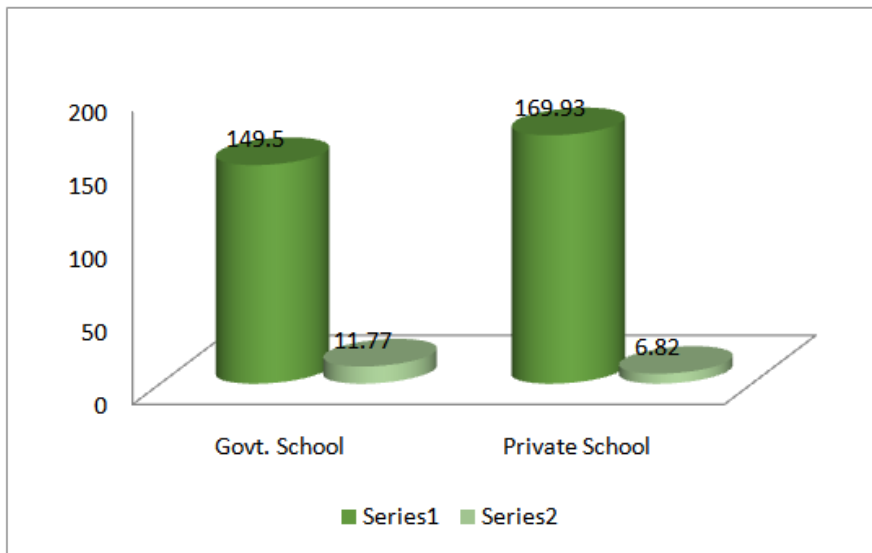
In table no.1 order to test hypothesis III mean and S.D of scores on achievement motivation was computed separately for the govt. and the private school students and results were given .The mean of govt. M=149.50 and mean of private M=169.93.The calculated t-value which comes out to be 7.63. The tabulated value is significant at 0.01 level (_>2.58). Thus, there is a significant difference between achievement motivation of govt. and private secondary school students. The above results clearly revealed that achievement motivation level was high among the private school students than the govt. school students. The mean score indicates that the private school students show good study habits and planning for exam rather than Government school students. So the H0 1 which states that **"There is no significant difference between secondary school students in their achievement Motivation." is rejected.**
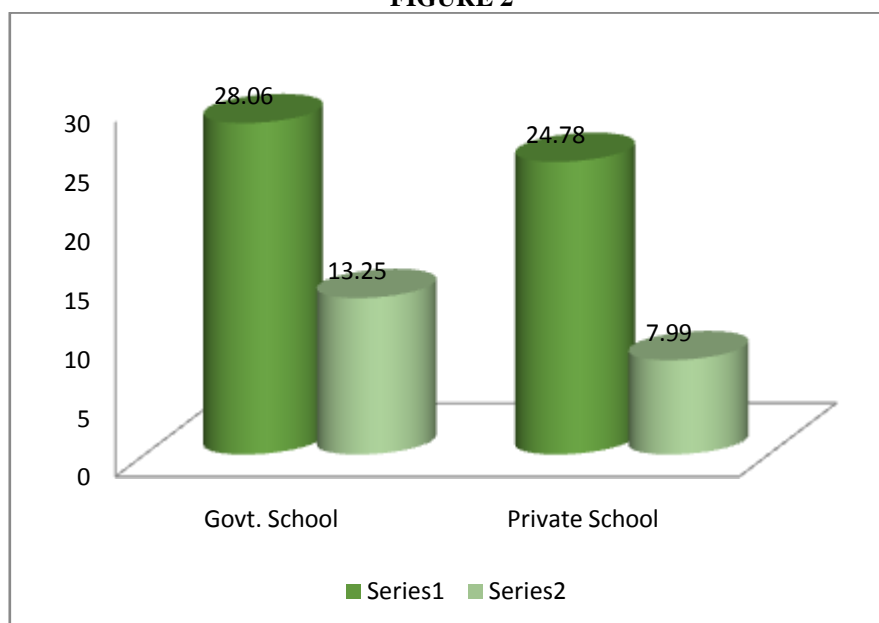
2. **Hypothesis 2:** There is no significant difference between academic Insecurity of secondary school students.

Mean, S.D and 't' for the scores on insecurity among secondary school children.

TABLE-2

Group	Govt. School	Private School
Mean	28.06	24.78
S.D	13.25	7.99
T	3.56	

FIGURE 2

The data presented in Table no.2 shows that there is mean difference between govt. and private secondary school students on sense of insecurity. The mean of govt. M=28.06 and private M=24.78. The calculated t value which comes out to be 3.56 is significant at 0.01 level (_>2.58). The table reveals that there is significant difference between govt. and private secondary school students. The level of insecurity was found among the govt. school students less than private school students. So the H0 2 which states that **"There is no significant difference between sense of insecurity of secondary school students" is rejected.**

XI. CONCLUSION

The present study concludes that there is a need to look why government school students show poor performance and get stress as these schools have highly qualified, experienced and trained teachers as compared to private schools. There are many factors like parental involvement, intelligence, school environment, motivation, socio-economic conditions, individual differences, language, culture, first generation schooling, emotional intelligence which needs to be explored. Teachers in govt. schools should be made accountable as they take the job for granted. There should be strict supervision in govt. schools for both teachers and administrators. A body should be established on the pattern of NAAC (National Assessment and Accreditation Council) which will evaluate the performance of schools, students and teachers so that the teachers could work in these schools properly and efficiently with honesty & loyalty will increase the academic performance of the students.

The results also showed that the student's secured moderate score in general need for achievement but they secured at the low category on Academic Educational and Interpersonal need for achievement as well as on the different areas of adjustment. Thus, it may be suggested that the school and other educational agencies have created an atmosphere where the young learners can acquire the need to strive for success in competition

with others with some standard of excellence as well as to enjoy realistic and satisfactory life. Thus, the scope for better achievement can be realised if the child can be motivated and equipped for unfolding the potential of the pupil and guide him/her to the right direction which is accordance with the present day need and the global changing scenario.

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