

## A Study on Achievement Motivation of Higher Secondary School Students with Special Reference to Guwahati Area

Puja Roy<sup>1\*</sup> | Prof. Kaberi Saha<sup>2</sup>

<sup>1</sup>Research Scholar, Department of Education, Gauhati University, Assam, India.

<sup>2</sup>Professor, Department of Education, Gauhati University, Assam, India.

\*Corresponding Author: roypuja152@gmail.com

**Citation:** Roy, P., & Sah, K. (2025). A Study on Achievement Motivation of Higher Secondary School Students with Special Reference to Guwahati Area. *International Journal of Advanced Research in Commerce, Management & Social Science*, 08(04(I)), 92–96. [https://doi.org/10.62823/ijarcms/8.4\(i\).8137](https://doi.org/10.62823/ijarcms/8.4(i).8137)

### ABSTRACT

*This study explores the achievement motivation of higher secondary school students in the Guwahati area, with special focus on overall levels and gender differences. Using the descriptive survey method, a sample of 115 students (61 male and 54 female) was selected through random sampling from six government higher secondary schools of Guwahati area. The results indicate that most students exhibit an average level of achievement motivation. A notable gender difference was observed, with female students displaying higher motivation compared to male students. These findings emphasize the importance of fostering achievement motivation among adolescents, particularly among male students, through supportive educational practices and interventions. The study provides useful insights for teachers, parents, and policymakers in enhancing student motivation and academic performance.*

**Keywords:** Achievement Motivation, Higher Secondary School Students, Guwahati Area.

### Introduction

Every day, children traverse the intricate realms of both education and the community, where excellence is highly esteemed. Maintaining intrinsic drive is crucial for students to reach their full academic potential. Education ought to be focused on encouraging favourable accomplishment motivation rather than only provide a means to that end. By emphasizing proficiency, progress, individual goals and abilities, teachers can cultivate a constructive motivational perspective that may result in an eternal passion for knowledge.

Achievement motivation is the impetus for excellence in educational endeavours, coupled with the ability to get satisfaction from success. Individuals who pursue greatness in a domain for the purpose of accomplishment rather than for external incentives are regarded as possessing an intense desire for achievement. Achievement motivation becomes even more important in the setting of education, especially at the upper secondary level. Students must deal with growing academic obligations, job-related decisions, and interpersonal difficulties during this transition year. Thus, their drive to succeed can have a significant influence on their academic achievement as well as their future career and educational paths.

Numerous factors, including socioeconomic background, parental support, peer pressure, cultural setting, and the standard of educational institutions, have been found to affect students' drive for achievement in India. Students encounter a variety of options and challenging academic settings in cities like Guwahati, which is a significant educational centre in Northeast India. However, they also face difficulties brought on by cultural variety, socioeconomic inequity, and differing degrees of institutional

support. Therefore, it is both pertinent and essential to comprehend the accomplishment motivation of higher secondary pupils in the Guwahati region.

With reference to the Guwahati region, this study intends to investigate the degree of accomplishment motivation among students in higher secondary schools. By examining the fundamental causes and variations in motivation, the study hopes to offer information that could assist parents, teachers, and legislators in creating plans that encourage favourable behaviour and improve children's academic and personal growth.

### **Review of Related Literature**

Akpan & Umobong (2013) examined Nigerian students' success motivation and engagement in the academic field. The study was conducted on 540 students. The researchers observed that learners with elevated success motivation possessed high academic engagement in comparison to others.

Daitkar, A.R. (2017) done research on students of Aurangabad city and examined their enthusiastic nature and personality. He found that highly motivated students have confidence, and more explorative and low motivated students have negative attitude, tension, emotionally weak.

Ude & Akintunde (2020) examined if there is any kind of relationship between Nigerian students' personality traits and their success motivation. The study was done on 333 students of Education department. The researchers found that students with good discipline, punctuality, hardworking shows high success orientation than other students.

Biswas & Kakulte (2021) studied college students' emotional awareness and their success drive. From the study it was observed that male and female students have similar emotional awareness and success drive the three was correlation between these two variables.

Barot, R. S. (2023) studied students' anxiety, stress level and their influence on achievement motivation. The researcher conducted the study on 400 students of Ahmedabad. The researcher found that if female students experience stress then it do not influence on their motivation level to achieve but if male students experience anxiety or stress then it directly impacts on their motivation level.

Devi, K.M. (2024) studied 1220 higher secondary students' enthusiasm for success and their scholastic performance. The study was conducted in Imphal, Manipur. The results showed that, in comparison to pupils who performed poorly academically, students who performed well were more driven.

Kumari, S. (2024) conducted a study on teenagers of Deoghar area. The researcher found that students who are highly motivated shows better academic result and visual learners perform better in the examination than others.

Sarma & Kaur (2025) studied association between enthusiasm for success and their academic achievement. The study reveals that female students are much more motivated than male students and in case of academic achievement both the male and female students are similar.

Saxena, S. (2025) compared the achievement motivation of government and private school students of Ujjain. The researcher observed that students of government school showed better motivation in academic field than private school students.

Solehria et al. (2024) conducted a study on students' habits of study and their motivation to achieve success. The result showed that students who possess better study habit and motivation shows better academic performance.

### **Objectives**

- To determine the degree of achievement motivation of higher secondary school students of Kamrup Metro, Assam.
- To explore the gender difference in achievement motivation of higher secondary school students.

### **Hypothesis**

- There is no significant gender difference in achievement motivation of higher secondary school students.

### Method

In the present investigation, the researcher has employed the descriptive survey method as the research approach.

### Sample

The researcher has employed stratified random sampling technique to select 115 students (61 male and 54 female) from six government higher secondary schools of Guwahati area.

### Tool

For this study the researcher has applied the achievement motivation scale standardized by Prof. Pratibha Deo and Dr. Asha Mohan.

### Analysis

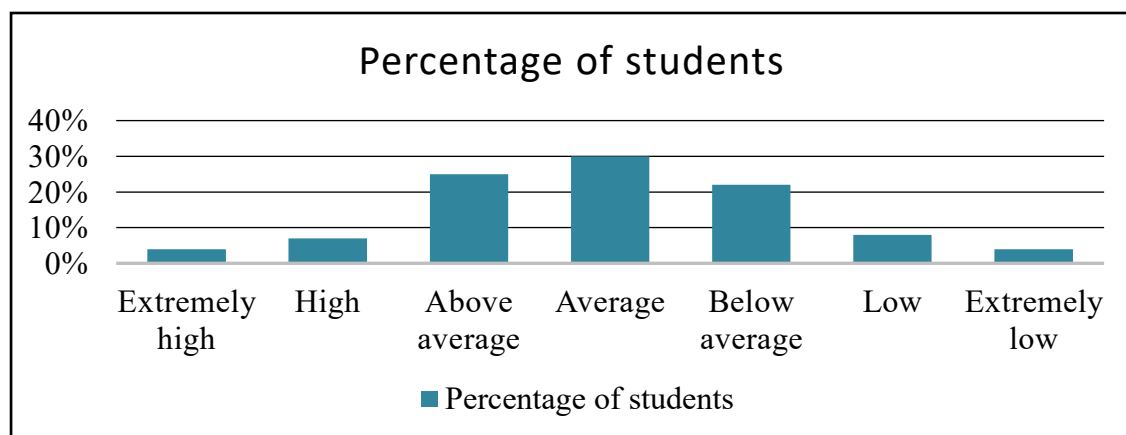
**Objective 1:** To determine the degree of achievement motivation of higher secondary school students of Kamrup Metro, Assam.

To determine the degree of achievement motivation, the raw score and Z score was measured and the responses of the students were calculated which were compared with the Z score and the degree of achievement motivation were determined. The total number and percentage of students under each level were also determined. The result of objective number 1 is presented below:

**Table 1: Shows the level of achievement motivation of higher secondary school students**

| Level of Achievement Motivation | Range of Raw Score | Range of Z Score | Total no. of Students | Percentage of Students |
|---------------------------------|--------------------|------------------|-----------------------|------------------------|
| Extremely high                  | 100 and above      | 1.86 and above   | 5                     | 4%                     |
| High                            | 95-100             | 1.12 to 1.85     | 8                     | 7%                     |
| Above average                   | 88-94              | 0.38 to 1.11     | 29                    | 25%                    |
| Average                         | 82-87              | -0.37 to 0.37    | 34                    | 30%                    |
| Below average                   | 81-75              | -0.38 to -1.11   | 25                    | 22%                    |
| Low                             | 74-69              | -1.12 to -1.85   | 9                     | 8%                     |
| Extremely low                   | 68 and below       | -1.86 and below  | 5                     | 4%                     |
| Total                           |                    |                  | 115                   | 100%                   |

The above table shows that 5 students i.e. 4% students of total sample fall under the extremely high level of achievement motivation, 8 students i.e. 7% of students fall under high level, 29 students i.e. 25% of students fall under above average level, 34 students i.e. 30% of students fall under the average level, 25 students i.e. 22% of students fall under below average level, 9 students i.e. 8% of students fall under the low level and it was found that 5 students i.e. 4% students of total sample fall under extremely low level of achievement motivation.



**Fig. 1: Graphical representation showing the percentage of achievement motivation of higher secondary students on different levels.**

**Objective 2:** To explore the gender difference in achievement motivation of higher secondary school students.

To test the null hypothesis  $H_{01}$  "There is no significant gender difference in achievement motivation of higher secondary school students." t-test was applied and result is mentioned below:

**Table 2: Shows the gender difference in achievement Motivation**

| Gender | No. of students | Mean  | SD    | t-value | 0.05 level of significance |
|--------|-----------------|-------|-------|---------|----------------------------|
| Male   | 61              | 82.66 | 9.605 | .010    | Significant                |
| Female | 54              | 86.67 | 6.802 |         |                            |

It is found that the mean value of both male and female students is 82.66 and 86.67 respectively. The calculated t-value i.e. .010 is smaller than the 0.05% level of significance. It indicates that there exists gender difference in achievement motivation. Hence, the null hypothesis "There is no significant gender difference in achievement motivation of higher secondary school students" is rejected.

### Discussion

- The study result shows that highest number of students i.e. 30% of students have average level of achievement motivation and it was observed that 4% of students have extremely high and again 4% of students have extremely low level of achievement motivation.
- From the study it was observed that female students of higher secondary schools exhibited high achievement motivation level in comparison to male students.

### Conclusion

The present study on the achievement motivation of higher secondary school students in the Guwahati area reveals that, overall, students possess an average level of achievement motivation. This indicates that while they are motivated to succeed and perform well in academic and personal pursuits, there is still scope for improvement in nurturing higher levels of drive and determination. The findings further highlight a significant gender difference, with female students exhibiting higher achievement motivation than their male counterparts. This suggests that female students may be more focused, goal-oriented, and determined in their academic efforts, whereas male students may require greater encouragement and structured support to enhance their motivation. The study underlines the importance of fostering a more conducive learning environment, implementing motivational strategies, and providing equal opportunities for both genders so that students can maximize their potential.

### References

1. Akpan, I. D., & Umonong, M. (2013). Analysis of Achievement Motivation and Academic Engagement of Students in the Nigerian Classroom. *Academic Journal of Interdisciplinary Studies*, 2(3), 385-390. <https://doi.org/10.5901/ajis.2013.v2n3p385>
2. Barot, R. S. (2023). Impact of Achievement Motivation and Stress in the School Students [Doctoral dissertation]. <http://hdl.handle.net/10603/476893>
3. Biswas, S. S., & Kakulte, A. (2021). Achievement Motivation in Relation to Emotional Intelligence of Higher Secondary Students. *The International Journal of Indian Psychology*, 9(4), 863-907. <https://doi.org/10.25215/0904.085>
4. Daitkar, A. R. (2017). Effect of Achievement Motivation on Personality Traits of Students. *The International Journal of Indian Psychology*, 4(2), 124-129. <https://doi.org/18.01.194/20170402>
5. Devi, K. M. (2024). A Study on Achievement Motivation in relation to Academic Achievement of Higher Secondary School Students in Imphal West District Manipur [Doctoral dissertation]. <http://hdl.handle.net/10603/635660>
6. Kumari, S. (2014). Pilot Study on the Effectiveness of Achievement Motivation and Learning Style of Shy Adolescents in Deoghar. *Journal of Emerging Technologies and Innovative Research (JETIR)*, 11(12), 475-483.
7. Sarma, M., & Kaur, G. (2025). Relationship between Achievement Motivation and Academic Achievement Relation between Achievement Motivation and Academic Achievement of Secondary School Students. *Indian Journal of Educational Research*, 7, 82-88

8. Saxena, S. (2025). A Study of Achievement Motivation of Student's Studying in Government and Private Colleges. *International Education & Research Journal [IERJ]*, 11(6), 06-09.
9. Solehria, T. F., Reba, A., & Ahmad, S. (2024). Remittances Review. Association of Achievement Motive and Study Habits with Students' Distinction at University Level, 9(3), 584-603. <https://doi.org/10.33282/rr.vx9i2.30>
10. Ude, U. E., & Akintunde, O. O. (2020). The Relationship between Personality Traits and Achievement Motivation of Students of Tertiary Institutions in Plateau State, Nigeria. *Asian Journal of Education and Social Studies*, 11(2), 8-17. <https://doi.org/10.9734/AJESS/2020/v11i230285>.

