



RELATIONSHIP BETWEEN ACHIEVEMENT MOTIVATION AND EDUCATIONAL ASPIRATION IN TRIBAL HIGH SCHOOL STUDENTS

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Abstract:

This research study investigates the intricate relationship between achievement motivation and educational aspiration among tribal high school students in Namakkal District, Tamil Nadu. Tribal communities in India often face socio-economic disparities and educational challenges, making it imperative to understand the factors influencing their educational aspirations. A sample of 200 tribal school students from the government high schools in tribal area of Namakkal District in Tamil Nadu were chosen for this purpose. The tools used in the study were the Achievement Motivation Scale standardized by Prathibha Deo and Asha Mohan and self-made Educational aspiration questionnaire of the researcher. The 't'-test and co-efficient of correlation (r) were used to investigate the significance of difference between means and the significant relationship between achievement motivation and Educational Aspiration. It was observed that there is significant difference between tribal students.

Keywords: Achievement motivation, Educational aspiration, Tribal, High school students.

INTRODUCTION

Education is a fundamental driver of social mobility, personal growth, and economic development. It serves as a beacon of hope, offering individuals the chance to break free from the shackles of poverty and adversity, regardless of their background. However, access to quality education and the ability to aspire to

higher levels of learning are not universally distributed, and marginalized communities often face significant barriers in their pursuit of education. Among these communities, tribal populations in India stand out as one of the most disadvantaged groups, facing unique challenges that impact their educational aspirations and achievements.

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This research study embarks on a journey to explore the intricate relationship between achievement motivation and educational aspiration among tribal high school students in Namakkal District, Tamil Nadu. While numerous studies have examined factors influencing educational aspirations, the interplay between these aspirations and the motivation to achieve those remains relatively underexplored within this specific context. By delving into the complex dynamics that shape the educational outlook of tribal students, this research aims to shed light on the underlying factors that can help us bridge the gap between aspiration and achievement.

Tribal students often face multifaceted challenges, including limited access to educational resources, cultural barriers, and economic constraints. These challenges can significantly affect their motivation to excel academically and their willingness to aspire to higher levels of education. By examining the role of achievement motivation, this study seeks to understand how internal factors, such as personal drive and determination, interact with external factors, including family support, community influences, and educational opportunities, to shape the educational aspirations of tribal high school students.

As teachers' teaching approaches are frequently based on their own personal objectives, only students who have the same emotional competence and

educational aspirations as teachers gain and are rewarded. Measuring learner's achievement should not be used as the sole basis for determining how students received their course. There are several aspects that influence a student's academic progress, but their obedient-disobedient, emotional competence, and educational goal are important factors to consider. When these characteristics of obedient-disobedient, emotional competence are not detected, they are usually the causes that made the achievement low, high, average, self-efficacy high, low, and average. Someone educates a child to prepare him for a successful life, not merely for academic grounds. Recognising this, one may see the value of selecting an educational system that can adequately educate and develop the child to meet any difficulty to conquer, as education aims to maximize the learner's effectiveness. Intellectual ability, which is difficult to satisfy, can have long-term impacts on learners' professional and social lives, causing problems for the entire community. As a result, academic motivation hold a central place in the educational sphere and are regarded as an exceptional motivator for individual progress. All educational institutions are solely responsible for promoting their students' academic progress. Achievement Motivation is defined as behaviours devoted to the development and demonstration of greater abilities.

Achievement motivation is one of the three components in McClelland's Human

Model for Motivation Theory. This concept was developed by social psychologist David McClelland. Education is a human endeavour. It is a process and type of action involving humans. It is a continuous attempt to develop all of the students' capacities to control their surrounding environment and meet their requirements. Though education is an important component of human existence, it cannot assist pursuers unless they have the necessary educational objectives. The fundamental issue in education today is inspiring kids to learn at all levels. A high level of educational aspiration for a decent education would generally lead to the individual not only placing out consistent efforts to obtain education, but also achieving at a high level throughout the course of his schooling (Singh, 2011). Aspirations begin to develop at the start of a child's life, but they can be influenced by events and the surroundings.

As students respond to their developing grasp of the world and the restrictions imposed by previous choices and successes, their aspirations tend to fall. This deterioration is especially pronounced for individuals who confront many impediments. Aspiration refers to a strong desire for something lofty or great, and it can refer to both the present and the future. (Kaur, 2012). Psychological studies on aspiration levels have revealed the variables behind the process of goal achievement success or failure. Individuals' level of aspiration or goal

aspiration is influenced by their interest, attitude, motivation, physical abilities, personality, intelligence, self-esteem, ego-involvement, and achievement.

Students' achievement motivation and educational aspiration are highly influenced by their level of which have a close and one-to-one relationship. Higher degrees of educational aspiration correlate with higher levels of achievement motivation. The level of achievement motivation has a substantial influence on student achievement levels. As a result, the researcher made to evaluate Achievement motivation and Educational aspiration of tribal high school students in the Namakkal area.

SIGNIFICANCE OF THE STUDY

Everyone has a desire to succeed and a fear of failure, but these criteria differ from person to person and situation to situation. It is especially relevant in academics, where a student's impulse has a significant impact on his or her academic success. Achievement and motivation are critical components of understanding adolescent students' mental and sociological perspectives. The level of motivation to participate in achievement behaviours based on the interaction of such parameters as the need for Educational aspiration, the hope of success, and the incentive value of success is naturally referred to as achievement motivation. Some people differ in the strength of their motivation to succeed, and different activities differ in the

challenge they present and the opportunity they provide for the expression of these motivations. The same person may be more powerfully driven at one time than another, despite the fact that in most circumstances, he or she is more interested in accomplishing than others. As a result, the present investigation.

OBJECTIVES OF THE STUDY

1. To assess the level of Achievement Motivation among tribal high school students.
 2. To examine the level of Educational Aspiration of Tribal high school Students.
 3. To find out if there is any significant difference in the Achievement Motivation of tribal high school Students with respect to gender, locality, and Parental Education.
 4. To find out if there is any significant difference in the Educational Aspiration of Tribal high school Students with respect to Gender, Locality, and Parental Education (Illiterate/Literate).
 5. To find out if there is any significant relationship exists between Achievement Motivation and Educational Aspiration of tribal high school students.
2. The level of Educational Aspiration of Tribal high school Students is favourable.
 3. There is no significant difference in Achievement Motivation of Tribal high school students with respect to Gender (Male/ Female), Locality (Rural/Urban), and Parental Education (Illiterate/Literate).
 4. There is no significant difference in Educational Aspiration of Tribal high school students with respect to Gender (Male/ Female), Locality (Rural/Urban), and Parental Education (Illiterate/Literate).
 5. There is no significant relationship between Achievement Motivation and Educational Aspiration of Tribal high school students.

RESEARCH DESIGN

The present research is descriptive study. A descriptive research design is a fact-finding investigation that identifies concepts and elaborates on them with adequate interpretation. This research focuses on a detailed report on the achievement motivation and Educational aspiration of Tribal high school students in Namakkal district. As a result, the descriptive research design was used in this study.

Methodology

For investigation and collection of data descriptive survey method was used to find out the relationship between mentioned variables.

HYPOTHESES OF THE STUDY

1. The level of Achievement Motivation of Tribal high school Students is favourable.

Population

Tribal high school students studying in the different government schools of tribal area in Namakkal were taken for the study as it is suited for the study selected for investigation.

Sample

The sample of study has comprised Tribal high school students and were taken by using random sampling technique. Size of the sample was limited to 200 students for this study.

Tools Used

Following tools were used for the collection of data:

1. Achievement motivation Scale, Standardized and Validated by Prathibha Deo and Asha Mohan
2. Educational aspiration questionnaire (2021) developed by Investigator

Statistical Analysis

Descriptive analysis, differential analysis and correlational analysis techniques were employed to find out the Achievement motivation and Educational aspiration of Tribal high school students

ANALYSIS AND INTERPRETATION OF DATA

The Means for the entire sample and its sub samples were calculated for the Achievement Motivation and Educational Aspiration Inventory of Tribal high school students. Tests of significance (t-test) were used in order to

find out the significance of the difference between the Means of the pairs of sub sample of Tribal high school students in respect of Achievement Motivation and Pearson's product moment correlation was used to find out the significance of the relationship between Achievement Motivation and Educational Aspiration of Tribal and high school students.

Table 1: The level of Achievement Motivation of Tribal high school Students

Variable	N	M	S.D	Level (M \pm S.D)
Achievement Motivation	200	96.18	22.34	218.34
				173.84

From the above table-1 the mean value lies in between 173-218. Hence, it is concluded that the Achievement Motivation scores of the Tribal high school students level is average. So the research hypothesis is rejected.

Table 2: The level of Educational aspiration of Tribal high school Students

Variable	N	M	S.D	Level (M \pm S.D)
Educational Aspiration	200	113.45	16.38	129.83
				97.07

From the above table-II the mean value lies in between 97-129. Hence, it is concluded that the Educational Aspiration scores of the Tribal high school students level is average. So the research hypothesis is rejected.

Table 3: The mean scores of the sub samples of Tribal high school students in Achievement Motivation with respect to Demographic variables

Variable	Categories	N	M	SD	Calculated 't' value	Remarks
Gender	Tribal Male	96	82.31	11.09	1.70	NS
	Tribal-Female	104	92.67	13.48		
Locality	Tribal Rural	105	15.07	14.38	4.21	S
	Tribal Urban	95	13.25	12.40		
Parental Education	Tribal Literate	80	87.21	13.47	3.56	S
	Tribal Illiterate	120	98.67	11.89		

From the table- 3 it is clear that the mean value of the male and female Tribal high school students are found to be 82.31 and 92.67 respectively and the 't' value is 1.70. The calculated 't' value 1.70 is smaller than the table value at 0.05 level of significance. Hence the null hypothesis is accepted. It is concluded that male and female Tribal high school students do not differ significantly in their Achievement Motivation.

The mean value of the rural and urban Tribal high school students are found to be 77.28 and 98.67 respectively and the 't' value is 4.21. The calculated 't' value 4.21 is greater than the table value at 0.05

level of significance. Hence the null hypothesis is rejected. It is concluded that rural and urban Tribal high school students level differ significantly in their Achievement Motivation.

The mean value of the Literate and Illiterate Tribal high school students are found to be 87.21 and 101.23 respectively and the 't' value is 3.56. The calculated 't' value 3.56 is greater than the table value at 0.05 level of significance. Hence the null hypothesis is rejected. It is concluded that government and private Tribal high school students level differ significantly in their Achievement Motivation.

Table 4: The mean scores of the sub samples of Tribal high school students in Educational Aspiration with respect Demographic variables

Variable	Categories	N	M	SD	Calculated 't' value	Remarks
Gender	Tribal Male	96	107.47	13.37	4.22	S
	Tribal-Female	104	115.93	14.17		
Locality	Tribal Rural	105	113.65	12.31	2.32	S
	Tribal Urban	95	110.33	15.88		
Parental Education	Tribal Literate	80	111.90	16.26	0.03	NS
	Tribal Illiterate	120	111.89	13.78		

From the table- 4 it is clear that the mean value of the male and female Tribal high school students are found to be 82.31 and 92.67 respectively and the 't' value is 4.22. The calculated 't' value is smaller than the table value at 0.05 level of significance. Hence the null hypothesis is rejected. It is concluded that male and female level of Tribal high school students differ significantly in their Educational Aspiration.

The mean value of the rural and urban Tribal high school students are found to be 113.65 and 12.31 respectively and the 't' value is 2.32. The calculated 't' value is smaller than the table value at 0.05 level of significance. Hence the null hypothesis is rejected. It is concluded that rural and urban Tribal high school students level differ significantly in their Educational Aspiration.

The mean value of the Literate and Illiterate Tribal high school students are found to be 111.90 and 16.26 respectively and the 't' value is 0.03. The calculated 't' value 3.56 is greater than the table value at 0.05 level of significance. Hence the null hypothesis is accepted. It is concluded that Illiterate and Literate Tribal high school students level differ significantly in their Educational Aspiration.

Table 5: The relationship between Achievement Motivation and Educational Aspiration in Tribal high school students

Variable	N	Correlation Co-efficient	Remarks
Achievement Motivation	200	0.19	S
Educational Aspiration	200		

S = Significant

It is inferred from the Table-5 that there is a significant relationship between Achievement Motivation and Educational Aspiration in Tribal and Non-Tribal high school students (Co-efficient is 0.19, significant at 0.05level). Hence the Achievement Motivation and Educational Aspiration are positively correlated.

EDUCATIONAL IMPLICATIONS

According to the thorough assessment, tribal pupils show higher levels of Achievement Motivation and Educational Aspiration. Other factors, such as poor accomplishment Motivation and Educational Aspiration, contribute too many Tribal high school students' Achievement Inspiration levels going above academic accomplishment. Various complicated issues confront the education of indigenous students in this environment, such as medium of instruction, curriculum, teaching techniques, evaluation procedures, and other associated issues such as

first generation learners, etc., should be correctly planned and the utmost care should be done by those in charge to improve the Achievement Motivation.

It is apparent that tribal pupils are socially isolated. A certain educational aspiration does not ensure success in life in today's complex environment. Everyone requires a suitable environment with a human touch for continual growth and success in order to be a successful human being. As a result, the role of Achievement Motivation and Educational Aspiration for greater Academic Achievement is not only necessary for tribal students, but it is also required for everyone to have an effective and worthy life.

DISCUSSION

Based on these findings, it was concluded that educational aspiration is found to be moderate and strongly associated to Achievement Motivation. The rationale could be offered in terms of the fact that students with higher levels of educational aspiration tend to perform better in their Achievement Motivation, and it can also be said that students with realistic levels of educational aspiration are more aspiring to achievement of higher grades in their Achievement Motivation career as opposed to students with realistic educational aspirations, who tend to have poor grades that Tribal high school students level differ significantly in their Achievement Motivation.

Getaun (2000) also stated that academic standing and personal future are related. Adolescents who rate their Achievement Motivation that Tribal high school students level differ significantly in their Achievement Motivation standing as "good" exhibit higher levels of educational aspiration than those who rate their academic standing "Poor" or "Average." Other researches (Albert et al., 2004; Mohapatra, 2004; Caplin, 2006; Salami, 2008; Chauhan, 2008; Singh; 1995 and Chauhan; 2014) found a strong and positive association between Achievement Motivation and level of aspiration. In general, success leads to increased educational aspiration, but failure has the reverse impact. The present findings of the study shows that, regardless of the sample, students' level of educational aspiration has a significant impact on their academic progress.

CONCLUSION

The present study's findings indicate that Tribal high school students in Namakkal district have moderate educational goals and achievement motivation. Reasons for lesser level of educational aspirations may include a lack of awareness and a lack of educational facilities in remote locations. Education, as a need in the actual scenario, plays a significant part in the lives of young people. As a result, it is critical for the youth population to receive a better education in order to strive and succeed in both personal and professional life. Improving their educational aspiration

level aids in better motivating them to reach their goals. The findings show a significant positive association between Tribal High school student's educational aspiration and achievement motivation.

Achievement motivation is a critical motivator in the lives and education of students. It not only helps pupils to achieve well in academics, but it is also one of the ways to initial a positive mentality in students. It is critical to investigate the amount of Achievement Motivation in students and their educational aspirations. Individual differences and the influence of circumstances cannot be overlooked in any assessment of their accomplishment. Achievement Motivation influences students' academic progress, and it is usually based on a need that motivates an individual to strive. The inner urge to achieve influences students' behaviours, actions, attitudes, and beliefs.

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