

# Study of Achievement Motivation and Study Habits of School Going Students on Rajkot District

## Abstract

The Present study main aim achievement motivation and study habit of school going students. The random sample consisted of 240 boys and 240 girls of high and senior secondary schools of Rajkot districts. In this study Investigator was used Achievement Motivation Inventory developed by Jansari and Study Habits Inventory developed by M. N. Palsane and S. Sharma for testing of the student's achievement motivation and study habits. The results reported that the main effect of urban and rural area, types of school and gender on achievement motivation and study habits was very highly significant.

**Keywords:** Achievement Motivation, Study Habit, Students, Urban-Rural, Granted, Non- Granted Reserved, Un-Reserved, Male-Female Students.

## Introduction

Education is the process of developing the capabilities of a person. Learning from the perspective of preparing a person for good society and culture provides education in personal development. Generally, formal primary and secondary education is completed for children in the direction of children from four to six years, when children get together when the school starts.

The broad meaning of education can be defined in such a way that the knowledge, skills, trends, etc., are the key objective of the people to make them capable of every situation, which necessitates the realization of a person's self and needs a society of commitment to achieve this goal. And for the economic and social development of a person Education is the primary tool (Verma-1990).

Students in school influence various factors in motivation, including intelligence, study habits, students' achievements include the attitude of their school, various aspects of personality, social economic status, the need for success, the child himself who looks at the top ranking himself is a scholar Becomes and achieves its goal and also the highest grade in the class **It gave.**

## Definition Motivation

Inspiration is a concept that school supporters have to learn to give to children and giving children to children becomes eager to succeed in school - Bernard

Motivation is an innovation by which suggestions and directional activities influence life's behavior.-Johnson

## Definition Achievement Motivation

Competition in motivation involves motivation to the person with the standards of uprightness, the achievement is thought to be a person's secret nature, which, when manifested, makes more effort to get it.

- Atkinson & Feather

## Study habits

Because of the less intellectual capacity, many students do badly academically. The success and failure of the students depend on the status of their studies, often due to the lack of good habits, the students feel helpless. Every child's learning ability is considered to be considered as the study habits. Adhyasan habits are very important in the life of students. The important part is the success of each student, their ability, b Depends on accomplishment and effort.

## Review of Literature

Christian (1983) studied need achievement and study habits of the pupils of standard 10th in relation to sex, study habits inventory of

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## Vandana N Solanki

Research Scholar,  
Deptt. of Psychology,  
Saurashtra University,  
Rajkot, Gujarat, India

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thoroughly.

Patel (1976) and TAT test of Mehta were administered on a sample of 79 girls and 68 boys. The analysis of variance revealed that girls and boys had equally good study habits. The study suggested that study habits are one of the important factors, which is helpful to achieve more in the promising field.

Singh (1987) investigated into the Study habits of scheduled caste adolescents in relation to their intelligence and achievement motivation. The random sample consisted of 100 boys and 100 girls of 9th standard at high and senior secondary schools of Bilaspur, Kangra and Simla districts of Himachal Pradesh in India. Study habits Inventory and general mental ability test and TAT were used for the study. General mental ability test above the mean score were considered as high group and below the mean scores as low group. The results reported that the main effect of intelligence ( $F=9.03^{***}$ ) on study habits was very highly significant. High intelligent group had better study habits than the low intelligent group.

Sampath and Selvarajnanaguru (1997) studied the Study habits of higher secondary commerce students.

428 higher secondary second year commerce studying in Chidambaram taluk in Tamil Nadu were selected by using cluster sampling technique. Study Habit Inventory of Mukopadhyay and Sansanwal (1983) were used as a tool of the study. The 't' test indicated that there was no significant difference between study habits of boys and girls.

**Problem**

A Psychological Study Achievement Motivation and Study Habits of School Going Students on Rajkot District Area"

**Objectives of the Study**

The following main objectives were formulated for the present study.

1. To study the effect of sex (boy-girl) on an Variable

achievement motivation.

2. To find out whether there is any significant difference in achievement motivation of urban and rural students.
3. To check out whether there is any significant difference in achievement motivation of private and government school's students.
4. To examine the effects of achievement motivation reserved and non – reserved students.
5. To study the effect of sex (boy-girl) on a study habits.
6. To find out whether there is any significant difference in study habits of urban and rural students.
7. To check out whether there is any significant difference in study habits of private and government school's students.
8. To examine the effects of study habits reserved and non – reserved students.

**Hypothesis**

The following research null hypotheses were tested in the present study.

1. There is no significant difference in achievement motivation between male and female
2. There is no significant difference in the achievement motivation between urban and
3. There is no significant difference in the achievement motivation between private and
4. There is no significant difference in the achievement motivation between reserved and
5. There is no significant difference in the study habits between male and
6. There is no significant difference in the study habits between male and
7. There is no significant difference in the study habits between private and government
8. There is no significant difference in the study habits between reserved and non –

**Table 9, Nature and level of selected**

No.	Name of Variable	Nature of variable	Number of	Name of Level
1	Gender	Independent Variable	2	(1) Boy (2) Girl
2	Area of residence	Independent Variable	2	(1) Urban (2) Rural
3	Type of school	Independent Variable	2	(1) Granted (2) Non Granted
4	Category	Independent Variable	2	(1) Reserved (2) Non Reserved
5	Achievement motivation	Dependent Variable	1	Level of Achievement Motivation
6	Study habits	Dependent Variable	8	Type of Study Habits

**Sample**

According to the objectives of this study, the population of this research is students of all secondary – higher secondary school of the Rajkot district, where standard – 8 to 10<sup>th</sup> has been taught. In this research samples was selected randomly from all secondary schools in the Bhavnagar district. Researcher was selected 240 boys and 240 girls'

students from different school. So there were total 480 samples selected in this research.

**Tools**

Following tools were used to collect the data from students.

(A) Achievement motivation inventory- Ashvin Jansari In this study was used Achievement motivation inventory. It inventory published by Bhatri

Manomapan Cantre, Ahmedabad, Gujarat, India.

**Reliability**

In this study reliability of the test wash computed through two way- that is test-retest and split method. In order to compute the test-retest reliability, the test was administered twice on a sample of 120 pupils with 30 days gap. Subsequently, Pearson r was computed between the two sets of scores. The

obtained Coefficient of correlation was 0.63. For the split half reliability of the test, it was administered on a fresh sample of 120 students. The resulting correlation coefficient was 0.72.

**Validity**

The inventory, besides having high face validity, has the other validity coefficients which are given below:

**Table 10: Validity of Achievement motivation inventory**

Sr. No.	Name of Tests	N	Validity coefficients
1.	TAT AND AMS	50	0.5411
2.	AMT AND AMS	100	0.5683

**Table 11**

Sr. No.	Name of other tests	N	Validity coefficients
	Sansanwal		
4.	Test of study habits and attitudes – C.P. Mathur	8	0.67
5.	Study habit inventory – B.V.Patel	8	0.74
6.	Study involvement inventory – Asha Bhatnagar	8	0.83

**Table 12: (b) With other variable measures**

Sr. No.	Name of other tests	N	Validity coefficients
1.	Verbal achievement motivation test – V.P. Bhargava	50	0.46
2.	Scholastic achievement (total marks in annual examination)	50	0.42
3.	Level of aspiration - Shah and Bhargava	50	0.58
4.	Projective test of achievement motivation – P. Deo	50	0.53
5.	Reading comprehension test – Ahuja & Ahuja	50	0.76

The above validity coefficients indicate that the inventory has sufficiently high validity with other similar inventories and allied measures by other authors and have significant relationship with other variables which influence the study habits and academic performances. For research purposes, the inventory can be safely recommended for use with the sample for which it has been prepared.

**Research Method**

This research was focus on achievement motivation and study habits of school going students. So researcher was in the beginning take the list of secondary school of the rajkot district. Then keeping in mind the objectives of this research, schools were selected from this list by random method. After this processes students was selected as a sample from selected school. Investigator was got permission of proper time and will take visit of the school and give some instruction and tool for data collection. The inventory was administered individually on the groups of students. The students were asked to read

instructions carefully and give their responses genuinely on all the items of score collecting tool. Totally 480 students data added in last sample. The analysis of the data was prepared by data – sheet. The analysis of row data was prepared by necessary and proper statistical method.

**Statistical Techniques**

In this research the obtained data was tabulated and analyzed. 't' test was employed study the significant difference between the means of scores of gender boys and girls, area of residence urban and rural, granted and non granted schools, reserved and non reserved category on achievement motivation and study habits. Pearson's rank correlation method was employed to examine the relationship between achievement motivation and study habits.

**HO: 1**

There is no significant difference in achievement motivation between male and female students.

**Table: 1 Mean, SD, SED and 't' value of Achievement Motivation Scores Of Male And Female Students**

Group	N	Mean	SD	SED	't' Value	
					Tabulated	Calculated
Male	240	38.73	5.91	0.55	2.58	3.89
Female	240	36.60	6.09			

The graph shows the achievement motivation scores of male and female students. The achievement motivation score of male students found to be higher as compared to the female students. The t-test was applied to see the significance of difference between the mean scores of the male and female students. It was found that the scores of male students on Achievement motivation inventory (M = 38.73, SD = 5.91) was significantly higher than

female students (M = 36.60, SD = 6.09). The calculated value of t = 3.89 was found greater than the tabulated value t = 2.58 at 0.01 level of significance.

**HO2**

There is no significant difference in the achievement motivation between urban and rural students.

**Table: 2 Mean, SD, SED and 't' value of achievement motivation scores of urban and rural students**

Group	N	Mean	SD	SED	't' Value	
					Tabulated	Calculated
Urban	240	41.56	4.95	0.53	2.58	5.28
Rural	240	37.77	6.52			

The graph shows the achievement motivation scores of urban and rural students. The achievement motivation score of urban students found to be higher as compared to the rural students. The t-test was applied to see the significance of difference between the mean scores of the urban and rural students. It was found that the scores of urban students on Achievement motivation inventory (M = 41.56, SD = 4.95) was significantly higher than

rural students (M = 37.77, SD = 6.52). The calculated value of t = 5.28 was found greater than the tabulated value t = 2.58 at 0.01 level of significance.

**HO3**

There is no significant difference in the achievement motivation between private and government school's students.

**Table: 3 Mean, SD, SED and 't' value of achievement motivation scores of private and government school's students**

Group	N	Mean	SD	SED	't'	
					Tabulated	Calculated
Non	240	40.89	6.44	0.51	2.	4.
Granted	240	38.43	4.45			

The graph shows the achievement motivation scores of private and government school's students. The achievement motivation score of private school's students found to be higher as compared to the government school's students. The t-test was applied to see the significance of difference between the mean scores of the private and government school's students. It was found that the scores of private school's students on Achievement motivation

inventory (M = 40.89, SD = 6.44) was significantly higher than government school's students (M = 38.43, SD = 4.45). The calculated value of t = 4.87 was found greater than the tabulated value t = 2.58 at 0.01 level of significance.

**HO4**

There is no significant difference in the achievement motivation between reserved and non – reserved students.

**Table: 4 Mean, SD, SED and 't' value of achievement motivation scores of reserved and non – reserved students**

Group	N	Mean	SD	SED	't'	
					Tabulate	Calculated
Reserved	2	41.73	5.51	0.53	2.	7.
Non –Reserved	2	37.60	5.95			

The graph shows the achievement motivation scores of reserved and non – reserved students. The achievement motivation score of reserved students found to be higher as compared to the non – reserved students. The t-test was applied to see the significance of difference between the mean scores of the reserved and non – reserved student. It was found that the scores of private school's students on Achievement motivation

inventory (M = 41.73, SD = 5.11) was significantly higher than government school's students (M = 37.60, SD = 5.95). The calculated value of t = 7.89 was found greater than the tabulated value t = 2.58 at 0.01 level of significance.

**HO5**

There is no significant difference in the study habits between male and female students.

**Table: 5 Mean, SD, SED and 't' value of study habits scores of male and female students**

Group	N	Mean	SD	SED	't' Value	
					Tabulate	Calculate
Male	240	75.56	9.67	0.99	2.58	4.73
Femal	240	72.90	11.80			

The graph shows the study habits scores of male and female students. The study habits score of male students found to be higher as compared to the female students. The t-test was applied to see the significance of difference between the mean scores of the male and female students. It was found that the scores of male students on Study Habits Inventory (M = 75.56, SD = 9.67) was significantly higher than female students (M = 72.90, SD = 11.80). The calculated value of t = 4.73 was found greater than the tabulated value t = 2.58 at 0.01 level of significance.

**HO: 6** There is no significant difference in the study habits between urban and rural students.

**Table: 6 Mean, SD, SED and 't' value of study habits scores of urban and rural students.**

Group	N	Mean	SD	SED	't' Value	
					Tabulate	Calculate
Urban	240	75.63	11.31	1.00	2.58	6.77
Rural	240	71.83	10.69			

The graph shows the study habits scores of urban and rural students. The study habits score of urban students found to be higher as compared to the rural students. The t-test was applied to see the significance of difference between the mean scores of the urban and rural students. It was found that the scores of urban students on study habits inventory (M = 75.63, SD =

11.31) was significantly higher than rural students (M = 71.83, SD = 10.69). The calculated value of t = 6.77 was found greater than the tabulated value t = 2.58 at 0.01 level of significance.

**HO7**

There is no significant difference in the study habits between private and government school's students.

**Table: 7 Mean, SD, SED and 't' value of study habits scores of private and government school's students**

Group	N	Mean	SD	SED	't' Value	
					Tabulate	Calculate
Non Granted	240	70.42	11.11	0.99	2.58	3.64
Granted	240	74.04	10.66			

The graph shows the study habits scores of private and government school's students. The study habits score of granted school's students found to be higher as compared to the non granted school's students. The t-test was applied to see the significance of difference between the mean scores of the private and government school's students. It was found that the scores of private school's students on study habits inventory (M = 70.42, SD =

11.11) was significantly higher than government school's students (M = 74.04, SD =10.66). The calculated value of t = 3.64 was found greater than the tabulated value t = 2.58 at 0.01 level of significance.

**HO8**

There is no significant difference in the study habits between reserved and non-reserved students.

**Table: 8 Mean, SD, SED and 't' value of study habits scores of reserved and non-reserved students**

Group	N	Mean	SD	SED	't' Value	
					Tabulate	Calculate
Reserved	240	76.40	10.73	0.97	2.58	6.57
Non-reserved	240	72.06	10.41			

The graph shows the study habits scores of reserved and non-reserved students. The study habits score of reserved students found to be higher as compared to the non-reserved students. The t-test was applied to see the significance of difference between the mean scores of the reserved and non-reserved student. It was found that the scores of private school's students on study habits inventory (M = 76.40, SD = 10.73) was significantly higher than government school's students (M = 72.06, SD = 1.41). The calculated value of t = 6.57 was found greater than the tabulated value t = 2.58 at 0.01 level of significance.

3. In this study researcher used 't' test but if LSD test is used than it gives more useful
4. In this study the information about the students which researcher got in Bhavnagar

**Suggestions for Further Study**

1. Problems and personality of the students was studied
2. Anxiety of the students of the joint and separate family can be comparative studied
3. Study habits of the government and private schools students can be comparative studied

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**Conflict of Interests**

The author declared no conflict of interests

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**Conclusion**

Following research null hypotheses were tested in the present study-

1. There was no significant difference in achievement motivation between male and female
2. There was no significant difference in the achievement motivation between urban and
3. There was no significant difference in the achievement motivation between private and
4. There was no significant difference in the achievement motivation between private and
5. There was no significant difference in the study habits between male and female
6. There was no significant difference in the study habits between urban and rural
7. There was no significant difference in the study habits between private and government

**Limitations of the study**

The main limitations of the study are as follows:

1. In this research only 480 students are included.
2. In this research the tools which we used had also some limitations that limitations are