To study the significant difference between the achievement motivation of secondary school students in relation to their gender.

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Abstract : The term motivation is derived from latin word 'Movere' or the 'Motunr, w'hich means to move, motor and motion. It is the move towards set goals; therefore, motivation is a force, which energizes the behavior of learners. Motivation has come to be regarded as one of the major domains of psychology and education. Motivation drive and directs behavior, Achievement-Motivation govern behavior relevant to Ach and learning. Achievement-Motivation is a type of motivation that is personal in nature. The basis of Achievement-Motivation is achievement motive i.e. motive to achieve. Those who engage themselves in a task on account of achievement motive are said to w'ork, under the spirit of Achievement-Motivation. Achievement motivation has been referred to as the need for achievement and abbreviated as (n-ach)

Key Words : Motivation, Achievement-Motivation

Introduction : Motivation is that force which impels or incites individual's actions and his rate of actions when the individual gets any motive he experiences a tension and disequilibrium and become restless. His activities are then initiated. The individual feel a push to behave in a certain direction. Almost all the activities of an individual are determined by the motives. The individual feel a dynamic push to act when he receives a motivation. He begins to act. His activities continue till he achieves a goal. Thus the motives perform these functions.

Achievement motivation is relatively a new concept in the world of motivation. It is essentially a type of motivation that is personal in nature. It ow'es its berth to U.S.A. and basically a product of a system that is based on capitalism cut throat competition and blind race toward materialism. Let us try to understand the meaning of such motivation. The basis

of achievement motivation is achievement motive i.e. a motive to achieve. Therefore in order to understand the meaning to know in details the nature and meaning of achievement motive.

Motives as we know, can be classified in to various types, when one is concerned with making and retaining friendship with opposite sex, we say he has sex motive, w?hen a student desires to become monitor of his class or captain of the football team, he is said to possess power motive and desire to seek the rew'ard and approval of his teacher or parents termed as approval motive. Similar the desire to improve his performance at school or to get a grade or to become an engineer and so on is known as achievement motivation.

Motivation In Education

Motivation is of particular interest of educational psychologists because of the crucial role it plays in student learning. However, the specific kind of motivation that is studied in the specialized setting of education differs qualitatively from the more general forms of motivation studied by psychologists in other fields.

Motivation in education can have several effects on how students learn and how they behave towards subject matter. It can:-

1. Direct behavior toward particular goals
2. Lead to increased effort and energy
3. Increase initiation of, and persistence in, activities
4. Enhance cognitive processing
5. Determine what consequences are reinforcing

Because students are not always internally motivated, they sometimes need situated motivation, Which is found in environmental conditions that the teacher creates. There are two kinds of motivation, intrinsic motivation and extrinsic motivation. Intrinsic motivation occurs when people are internally motivated to do something because it either brings them pleasure; they think it is important, or they feel that they are learning is significant. It has been showrn that intrinsic motivation for education drops from grades Illrd to IXth through the exact cause cannot be ascertained. Also, in younger students it has been shown that contextualizing material that would otherwise be presented in an abstract manner increase the intrinsic motivation of these students. Extrinsic motivation comes into play w'hen a student is

completed to do something or act certain way because of factors external to him or her (like money or good grades).

Characteristics Of Achievement-Motivation

Psychologists have discovered some general traits of the high n-Ach individual.

1. Achievement-Motivation individual functions best in competitive situation and is a fast learner, what drives him is not so much the desire for fame or posture as need to live up to high self-imposed standard or performance.

2. He is self-confident, takes on individual responsibility willingly ad is relatively resistant to outside social pressure. He is energetic and lets little get 1 the way of accomplishing his goals. But he is also likely to be tense ad to suffer Psychosomatic illness (Morris, C.G.1976)

3. The achievement motive originates in the early childhood, as do most of the other learned motives. The strength of achievement motive measured in childhood correlates with its measured strength when the children become adults.

4. People who score high on achievement motivation prefer and work hardest under conditions of moderate and realistic risk, especially when they have some control over results.

5. Individuals with higher achievement motivation do better on all sorts of tasks, particularly of tasks which permit learning, demand concentration, or contain levels of difficulty which by mastering one's competence can be demonstrated (French, E.G. and Thomas, F.H; 1958)

6. The achievement oriented individual is restless and innovative. He seeks and uses new information, advice from experts, and feedback about their previous performance.

7. They prefer to keep eyes on a big goal, they prefer tasks that extend over longer period of time, need to be planned and require decisions. They do not need success to occur soon, rather they are able to wait.

8. Achievement oriented individual is better able to postpone gratification and when a choice is given between an immediate small reward and a future larger one, they frequently decide in favour of larger one (Mischel, W.; 1961)

9. Highly motivated persos throughout have a higher occupational level of aspiration

(Minor, C.A. and Neel, R.G.;I958). In this respect, the demands for one's best performance are more decisive than the mere prestige of a occupation (Burnstein, et.al. 1963).

10. Highly motivated individuals have more tolerance the individuals with low motivation for longer delay of rewards (Davis, A. and Sidman, J.A; 1962).

11. They bargain rationally and cooperatively and get along well with other people, Nevertheless, they are proved to cheat and use illegal (or even revolutionary) tactics when necessary (McClelland ,D.C.1985; Smith, C.P. 1002;Winter, D.G.1996)

12. Achievement -oriented persons tended to choose as work partner a person who is good at performing the task to be done rather than the persons they like. The highly achievement motivated individual may feel frustrated when assigned to a wrork group, unless it happens that the group includes other persons who are similarly motivated and competent (French. E.G.; 1955).

13. Highly achievement motivated individuals w'ork for a much longer time and decline help or periods offered than individual with low achievement motivation do on a complex task in which feedback about the accuracy of the proposed solutions is

1. absent; they also perform better regardless of the time taken for the task (French, E.G. and Thomas, F .H.; 1956)

14. Highly achievement motivated individuals are unable to quit the tasks after experience of serious failure even though they ate capable only of feeble . sporadic and cramped efforts ,and though the embarrassed behavior typical of conflict became predominant They are not able to leave the task even though they are no longer working on it

Factor Model Of .Achievement Motivation

Spence, and Helmreich, (1983) presented three factor model of achievement motivation.

1. Work Orientation
2. Mastery
3. Competitiveness

Sample Of The Study

In order to collect the data a sample of 200 students including 100 boys and 100 girls were

selected randomly as a sample from secondary schools of Jalandhar District of Punjab.

Tools Used :

Tools are nothing but the instruments that helps the researcher to gather the required information related to the study. Tools are the ways and means to conduct the research and the conduct of research could be justified through the methods and techniques used for it. The conducted evidences are called the data and tools are called the data collecting devices. The tools help to analyze the responses of sample on the basis of related variable.

The following tools was used for the study:

- Achievement Motivation test by V.P.Bhargava.

Achievement Motive Test - V.P. Bhargava

The first major report of the experimental work on measurement of human motivation. Particularly the Achievement Motives appeared in 1953. Me Cellend and his association (1953) adopted Murray's TAT techniques (1938) for the measurement of the achievement motives. In this technique certain pictures are used to obtain stories from the subject on the basis of whom achievement Motivation scores are derived.

Gender	N	Mean	Std. Deviation	Std. Error Mean	t	dof
Achievement Motivation Boys	100	22.23	4.483	.451	1.778**	198
Girls	100	27.97	31.797	3.180		

Results :

The t-ratio significance difference of means of achievement motivation between boys and girls is 1.778 which is statistically not significant at 0.05 and 0.01 levels of significance. Therefore hypothesis (ii), "There exists no significant difference between the achievement motivation of senior secondary students in relation to their gender is rejected at 0.05 level of

significance but accepted at 0.01 level of significance. It is found that there exists a significant difference in achievement motivation among secondary school boys and girls at 05 level of significance.

Conclusion : Motivation is that force which impels or incites individual's actions and his rate of actions when the individual gets any motive he experiences a tension and disequilibrium and become restless. His activities are then initiated. The individual feel a push to behave in a certain direction. Almost all the activities of an individuals are determined by the motives. The individual feel a dynamic push to act when he receives a motivation. He begins to act. His activities continue till he achieves a goal. Thus the motives perform these functions. Achievement motivation is relatively a new concept in the world of motivation. It is , essentially a type of motivation that is personal in nature. It owes its berth to U.S.A. and basically a product of a system that is based on capitalism cut throat competition and blind race toward materialism. Let us try to understand the meaning of such motivation. The basis of achievement motivation is achievement motive i.e. a motive to achieve. Therefore in order to understand the meaning to know in details the nature and meaning of achievement motive. Motives as we know, can be classified in to various types, when one is concerned with making and retaining friendship with opposite sex, we say he has sex motive, when a student desires to become monitor of his class or captain of the football team, he is said to possess power motive and desire to seek the reward and approval of his teacher or parents termed as approval motive. Similar the desire to improve his performance at school or to get a grade or to become an engineer and so on is known as achievement motivation.

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