A STUDY OF ACHIEVEMENT MOTIVATION AND SELF EFFICACY OF HIGHER SECONDARY SCHOOL STUDENTS IN RELATION TO THEIR ACADEMIC PERFORMANCE

Ph.D Thesis submitted in fulfillment of the requirement for the award of the degree of

DOCTOR OF PHILOSOPHY

in

EDUCATION

By

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2019

DECLARATION

This is to certify that I have personally worked on the thesis entitled **"A study of achievement motivation and self efficacy of higher secondary school student in relation to their academic performance"** The data mentioned in the dissertation report has been generated during the work and are genuine. Data obtained from other agencies have been duly acknowledge the result embodied in this dissertation report has not been submitted to any other university or Institute for the award of any degree or diploma.

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CERTIFICATE OF ORIGINAL WORK

his is to certify that the thesis entitled **"A study of achievement motivation and self fficacy of higher secondary school student in relation to their academic erformance"** submitted to **Department of Teacher Education, Sam Higginbottom niversity of Agriculture, Technology and Sciences, Allahabad (U.P.)** in fulfillment of e requirements for the award of degree of **Doctor of Philosophy** in Education is a onafide record of research carried out by **Kalpana Kumari (ID No. 12PHEDU115)** nder my supervision and guidance. The thesis is recommended for acceptance.

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LIST OF ABBREVIATION

WOFO	:	Work and Family Orientation Questionnaire
AR	:	Achievement Related
TR	:	Task Related
UR	:	Unrelated
SSLC	:	Secondary School Leaving Certificate
ACI	:	Analytical Chemistry I
DMCTE	:	DebreMarkos College of Teacher Education
AAMT	:	Academic achievement motivation Test
GSES-H	:	Manual of General Self-Efficacy Scale Hindi
TAT	:	Thematic Apperception Test
CRD	:	Completely Randomized Design
MAS	:	Motivation Achievement Survey

LIST OF SYMBOL

t = $\sqrt{(n-2)}$ / $\sqrt{(1-1/2^2)}$

S.Ed. = $\sqrt{2}$ MESS / r × t ×s

C. D = S.Ed × t 5 % at e. d. f.

t = distribution of observation

r = co-efficient of correlation

n = no. of observation

S.Ed. = standard error of difference

e.d.f. = error of degree of freedom

C.D. = critical difference

MESS = error mean sum of square.

Abstract

The present study was to find out the achievement motivation and self-efficacy of higher secondary school students in relation to their academic performance. The research data was collected from different schools of the Allahabad District by collecting information from the students of the school by the help of questionnaire. The researcher used an educational motivation and self-efficacy scale to determine the relationship with academic performance of the students. The present study was descriptive field survey type of research and includes composite characteristics of causal comparative and correlation survey research. The population of the study comprised of all the higher secondary students (class 11^{th}) studying in U.P. board of Allahabad.The achievement motivation and self-efficacy questionnaire contained 20 and 10 statements respectively were selected.The stratified random sampling method was used to collect the sample. Total 600 students from 100 (20 government and 80 private) higher secondary schools were selected to collect the sample from Allahabad District. Percentages, t-test and Pearson Product Moment Correlation Co-efficient were used to analyze the data. The results showed that, majority of the higher secondary school students were highly motivated, have high self- efficacy. The study also found a significant correlation between self- efficacy and academic performance. Again, there was a positive relationship between achievement motivation and academic performance and the correlation was significant. The study confirms the importance of achievement motivation and self-efficacy to academic performance and concluded by making insightful suggestions and recommendations to stakeholders in education in helping students to enhance their motivation and self-efficacy to improve their academic performance.

Keywords: Self-efficacy, Achievement motivation and Academic performance.

Chapter-1

INTRODUCTION

CHAPTER 1

INTRODUCTION

Literate and skilled manpower is the developing need of any nation as literate and skilled human resource is virtue for any country. They plays vital role to develop human resource from the early stages of human life; Children are one of the hope to define realistic aspects to incorporate their lives, education and prospects of the future. Therefore, correlates to academic achievement draw the attention of researchers. Among the correlates at present psycho-social variables are gaining importance. Self-concept and Achievement motivation is such a psycho-social variable which is also responsible in a great way effecting academic achievement in children. The most important challenge in front of teachers and parent is different academic achievement between children's who equally able. By what reasons some students to go above and beyond their personal and environmental abilities are the current social- cognitive theories of motivation and action.

1.1 EDUCATIONAL ACHIEVEMENT

Now days everyone expecting for a high level of achievement. Today's competitive society expects everyone to be a high achiever. Quality of performance has been regarded as a key factor for personal progress and national development and modern society cannot grow without harvesting its talents if its citizens to fulfil their aim of economic growth, technical development and cultural advancement because educated citizens plays vital role in performing democratic values and preserve basic human freedom. Citizens of any standard rich, and poor, literate and illiterate, therefore, are efficiently geared to invest in education of their children. The present world has been a technologically advanced world. Hence starting from school level, parents, teachers and administrators, all are investing too much money for their children on better education. Educated manpower is the growing need of any nation as educated and skilled human resource is valuable assets for any country. Therefore, researchers' starts concentrating to correlate achievement with other variables. Burger (1997) indicated that high achievers are moderate risk takers and have an energetic approach to work. Parents with more education also have higher expectation for their children's education which facilitates the greater educational

attainment for their children (Alexander, Entwisle and Bedinger, 1990). Well educated parents are involved more in their children's education than less educated parents. Such parental involvement in children's education is fruitful (Hoff, 2003). The more actively involved parents are in their children's education, the higher their children's perceptions of competence and better they perform in school and enhance their achievement motivation **(Mohanty, 2007).**

1.1.1 Parental Role in Educational Motivation

Parents play a key role in shaping students' aspiration and achievement**.** It is the basic ingredients necessary for one's success in life**.** There has been extensive research on the influences on students' achievement motivation. These factors are parental level of education, parental expectations, encouragement and support **(Beyer, 1995 and Paulson, 1996)**. Parents play an important role in the educational motivation of their children. They provide necessary facilities and educational environment which results in better performance in school. Parents also enhance academic achievement of their children by teach them problem solving and negotiation skills.

Mostly it is believed for common man that motivation the driving force for the any type of behaviour. One can explain it as an encouragement for doing something. Main question arise that from where the person gets motivation or encouragements, whether it's inner force or outer? So many researchers have dig in the particular field and many conclusions have been derived; here also researcher had tried to find out relation between different types and different.

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The world is becoming more and more competitive. Quality of performance has become the key factor for personal progress. Human life, which is the best creation of god, has got two aspects: The biological and sociological or cultural. While the former is maintained and transmitted by food and reproduction, the latter is preserved

and transmitted by education. One of the major tasks of education is to help children to develop the skills appropriate to the age in which they live and those skills which promote a lifetime of learning. Achievement is influenced by personality, motivation, opportunities, education and training. Known factors associated with academic achievement have important implications for educators in structuring educational processes, aimed at improving academic performance of students.

1.1.2 Motivation is the word which is responsible for entire human behaviour

As it is known that the word Motivation is arrived from the Latin word 'MOVER' – to move. Motivation is an outer driving force which leads the human being for the action. Motivation can be defined as the driving force behind our entire actions. Motivate a person means to encourage him/her for doing something. The influence of an individual's needs and desires both have a strong impact on the direction of their behaviour. There are many types of motivation; mainly physical, social and psychological. Particularly physical motivation can be activated by physical need, but when we are talking about social and psychological motivation; it may be due to environment. Researcher was surprised to see difference in each and every individual and their various needs. Researcher found that it depends upon his/her personality.

The middle of the twentieth century was dominated by conditioning theories related to behaviourist physiology, many of these research forming habits were based on experiments with animals rather than with humans. Moreover, the 1960s brought about further important changes.

1.1.3 Factors Motivating Human Behaviour

As other fields of Psychology Motivation is also much explored field. Many great Psychologists had contributed this field. Most of the experiments of Motivations were undertaken by great Psychologist named Maslow, Freud, McDougall (1908), Atkinson, McClelland, Feather, Mcdavid and others. They had contributed the field and some of them had find out some Factors Motivating Human Behaviour: Natural Tendencies- Hereditary is the main factor to affect human behaviour; Motivation - This includes Drive, Need, Motive, and Inspirations. Same way some theories are found to be responsible for the human behaviour. Like;

- Instinct theory- Especially Freudian Theory of Sexual instinct. –
- Drive Theory - Drive is the force for Action.
- Hedonistic Theory- Need for happiness.
- Cognitive Theory- Thoughtful behaviour.

1.1.3.1 Cognitive Approach to Motivation

There are many other approaches to understanding human characteristics which are complex and extremely important. However, the focus is in the motivational psychology at present is characterized by cognitive approaches. The aim is on the individual's conscious attribute, thoughts, beliefs and interpretation of events and how their influence their behaviour. There should also sub-theories shown some alternative that dominate motivational approaches.

Motivation is the progression of instigating and sustaining goal-directed behaviour. Of course not only human behaviour but finally it's become responsible for individual personality also. As we have already discussed intrinsic-internal drive is the main force to put an action but with that social environment –pressure from others also equally responsible for the human behaviour. Here researcher has tried to find out relationship between motivation and personality.

Education is a unique investment and academic achievement is a vital aspect of it. Adolescent achievement is the result of a long history of cumulative effects. Early on, positive educational environments, both family and school, lead to personal traits that support achievement -- intelligence, confidence in one's own abilities, the desire to succeed and high educational aspirations. Achievement motivation is based on reaching success and achieving all of our aspirations in life. That is why researcher has tried to find out relation between personality and motivation.

As being a directly related with the academic field first thought was of testing achievement motivation. Nevertheless, improving an unfavourable environment can help a poorly performing young person bounce back, opening the door to a more satisfying adult life. There are many factors that affect and contribute to academic achievement of students. In this regard personality traits and academic achievement are both interrelated. Academic achievement of students refers to the knowledge attained and skills developed in the academic subjects.

Prof. David C. McClelland has put the innovative concept of Achievement Motivation before the world after conduction various researches in the Hayward University for twenty-two years. In Michigan University, the concept of Achievement Motivation given by McClelland and Atkinson was tested in Dynamic Personality Project supported by Ford Foundation from 1956 to 1962. Here, emphasis was put on Project Technique for experiments about the use of concept of Achievement Motivation. According to Prof. McClelland, element of Achievement Motivation is inherent in every person. It is needed to arouse this wriggle for achievement. Achievement Motivation is a component connected to success of any individual.

1.1.3.2 Measurement of Achievement Motivation

For measurement of Achievement Motivation, McClelland had conducted many experiments in reference to fantasy-fantastic ideology of human mind. Beside this, he had undertaken many researches by using Project Technique. He tried to measure Achievement Motivation by using story writing (T.A.T. technique) based on pictures. Moreover, psychologists have developed many other techniques which are stated as below.

a) Story-writing Method

In story-writing method, four or six pictures are presented. These pictures indicate different situations. No expressions are seen on faces of characters in the pictures. Such picture is shown to subjects for duration of 20 seconds. Then they are told to write a story based on that picture. They are instructed to finish the story within four minutes. For the purpose of necessary guidance, four questions are given to them, such as

(A) Which incidence does it take place in this picture? Who are seen in this picture?

(B) Now what will happen? What would be occurred before?

(C) What would the characters be thinking? What would they need? From where and how will that thing be available?

(D) What will happen then? What will be done now onwards?

This is a T.A.T. type of Projection Technique. Individual expresses feeling and thoughts through a story. McClelland had mostly used this technique in his researches. Dr Prayag Mehta has developed pictures for his project conducted on Achievement Motivation at Delhi. Shri Dolatbhai Desai has used those pictures and scoring system in his project conducted in Kheda District of Gujarat State.

b) Ring-Toss Game

This technique indicates relation between instinct of taking risk and Achievement Motivation of an individual. In this technique, an iron nail is used. Eighteen lines are drawn around the nail at the distance of 10", 3', 6', 9' 12' 15' and 18'. A tap wrapped ring made of wire is to insert in the nail. Total ten tries are allowed. There is more probability of inserting ring into nail when it is thrown from nearer distance, but in this case the score is lower for each successful effort. Higher score is allotted when the ring is thrown from far away and inserted into the nail successfully. Here, there are more chances of failure. Achievement Motivated person takes advisedly risk and obtains higher score. Achievement Motivation is measured on the basis of such behaviour.

c) Insight Questionnaire

In this technique, characters are given some questions which are consisted any problem. The characters find out ways of solutions using insight. Their Achievement Motivation is decided base on insight.

d) Respect Ladder

A ladder is presented before the students. Then, they are asked the names of their role-models and to indicate the place of role-models and place of him self on the ladder. If any person considers him at nearer to his role model, it proves that has lover level of Achievement Motivation.

e) Technique 'Who am I?'

In this technique, the person is asked to express his thoughts about 'Who am I?' freely. His Achievement Motivation is measured by evaluating his writing.

f) Technique 'My goal'

In this technique, the person is asked to express his thoughts about his goal freely. His Achievement Motivation is measured by scoring his writing.

g) Psycho-cloistering

In this technique, Achievement Motivation is measured by evaluation of fantastic ideology of a person.

h) Achievement Motivation Inventory (AMI)

This technique was developed by Shri Prayag Mehta during his Project at Delhi. In this technique, a statement describing certain situation is presented. Six options are given about thinking of characters in relation to that statement in which two are Achievement Motivation-centred, two incident-centred and two statements are non-related. In short, they are indicated as AR (Achievement Related), TR (Task Related) and UR (Unrelated). If response to AR is given, one mark is allotted and if response to UR is given, one mark is deducted. In this way, Achievement Motivation Index is found out based on scores. This technique of Achievement Motivation is somewhat easy so teachers can use it easily.

1.1.3.3 Relation of Achievement Motivation with other factors

a) Social development and Achievement Motivation

During 1958, researches on Achievement Motivation were conducted in two important directions. One was about social development and Achievement Motivation. Contribution of McClelland was important in this direction. He had concluded that Achievement Motivation was an important component in enterprising industrial ventures. Achievement Motivation has played a leading role in economical growth of society. The book named 'The Achieving Society', written by McClelland was based on these facts, which attracted attention of many people and created whirlpools of thoughts.

Beside this, no hurdles had obstructed to successful person in achieving success. Successful persons had crossed over obstructions on their way to achieve goals. We

can give examples of many such persons from India as well as abroad. Some examples are stated as below.

- A poor boy who had worked as wood cutter and studied under street light of Municipality in his childhood became the President of America. (Abraham Lincoln)
- A boy having last rank among forty-two students in the class won the whole Europe. (Napoleon Bonaparte)
- A boy who had left school at the age of twelve became the great dramatist of the world. (William Shakespeare)
- A poor boy who had not even two paisa to cross the river Ganga in a boat to go to school and he had to swim to cross it, but he became the Prime Minister of India.
- Shri Dhirubhai Ambani who had worked as petrol filler at a petrol pump in Eden became a first rank of industrialist in India.
- Bill Gates who had left the study of university became the richest person in the world.

Many such examples can be presented. A common characteristic within those persons who attained achievement after facing so many difficulties was only and only Achievement Motivation. In any society we can find individuals who set high standards for themselves, work very hard to achieve them and respond with considerable feeling to their success or failure in meeting those standards. There are another group of individuals who set very low standards, make little or no effort, have little concern about their accomplishments and remain indifferent. An achievement oriented person selects an easy or intermediate task to begin with and choose tasks of progressively greater difficulty whenever they experience success.

Achievement motivation has its roots in early childhood. Child care practices, socio-cultural and economic conditions of family, parental expectations about their children, the conditions in which particular groups live and culture of the society influence in developing a person's motive to achieve.

1.1.4 Achievement Motivation and Teacher

In the role of a manager of learning activities, the teacher's role is not only to assemble materials, organize them into viable units and draw up programmes and plans for putting them across his students, but he has also to devise strategies and tactics by which students may be persuaded to put their best foot forward and apply themselves whole heartedly to the tasks he has assigned them in such a manner that they assume responsibility for their achievement and to arouse and encourage them to continue pursuing their learning goals effectively.

Most of the students who join college do so with the explicit object of learning and achieving certain goals. The teacher's task is to clarity these goals for both students and their parents and then try to arouse their interest in their pursuit. The common Indian practice is to make students learn and achieve through one or the other form of correction, physical punishment or fear of failure. There is hardly any tradition of stimulating students who are not interested and at the best the indifferent students are tactically ignored. Even those who do encourage and stimulate their students and succeed in motivating learning and achievement in class work are not conscious of what they are doing.

These are some of the types of pressures which teachers use to drive students to work hard and harder to achieve better. Tests and examinations should serve as useful tools to students for self-evaluation and to teachers for assessing achievement and learning, but too often they are used to produce and intensity anxiety among students. Pressure is mounted every day as examinations draw near, fear of failure among students of average rank creates undue stress and tension and often has a very harmful effect on academic achievement and on their performance.

Several studies have been made on the facilitating and debilitating effects of anxiety state in a classroom climate and it has been found that students with aptitude and intellectual ability are less prone to anxiety. It is clear that anxiety when aroused in an examination has a debilitating effect on a student's performance. Some good students too report that they get upset and do less well in examinations, that the more important the examination the less well they do and that even if they know the answers they are unable to get started because of anxiety and do worse than they

should. Besides, such a pressure on students is produced; anxiety is bound to spoil teacher-student relations.

Corrective measures often have the opposite effect of killing initiative and student's sense of responsibility. They are keen only to carry out the commands of the teacher and make no effort at self direction and self achievement. Their attempts are generally along the lines laid down by the teacher and their main concern is to escape the censure of the teacher. They keep giving the advice and directions regarding the tasks to be accomplished and they expect students to comply. As their approach is always of hope and confidence, they do succeed in motivating young people.

Most of the teachers who succeed are otherwise effective and students respect their wishes. The total effect on students is the strong feeling that both teachers and students are engaged in tasks which are worthwhile and of vital importance. Such teachers rely mostly on praise and recognition by awarding higher marks, giving special concessions and recognition and seeking the support of parents and too often they succeed. Most of the psychological researches lend support to the views that rewards are more effective than punishments. Rewarding correct learning increases the prospect of its recurrence as has been indicated in a class in which the social and emotional climate is healthy, mere completion of work in a group makes for strong motivation for achievement.

Happy interpersonal relations between the teacher and students are a strong motivating force in achievement. Where the teacher and students are happy with each other, where the teacher has a deep interest in the welfare of his students and where both have confidence in each other's good will, affection and friendship, the students will always be on the look-out to please and win the approval and recommendation of the teacher, to live and work up to his expectation and to enjoy doing what is expected of them. The teacher from his part must see that the tasks allotted to students are well within their capacity, that he himself not only feels but also shows himself involved in student's efforts and activities.

1.1.5 Achievement Motivation and Students

Students attend the college to learn and achieve things and to make learning and achievement effective, the teacher has to appeal to the pre-existing needs, desires, interests and motives of students. Psychologists commonly agree that these physiological and psychological needs do motivate behaviour, learning and achievement and the teacher cannot afford to neglect them. But, when he has to create, induce and strengthen new needs, interests and motives and these needs must be based on pre-existing needs, interests and motives.

In colleges, curricular requirements and teaching loads are so heavy that the teacher sets the goals and pressurizes the students to achieve them within a prescribed period of time. He motivates students by expectations, demands or other types of coercive. Tasks are given every day and students complete them as they are expected to, without seeing the meaning and purpose, merit and value of what they have done. The responsibility and initiative belongs to the teacher and the students have just to comply. They may see goals of the specific assignments by completing every day or week but not the overall goal which encompasses the smaller ones.

Motivation in such an arrangement can be high, but often the teacher depending entirely on obedience and compliance has to fall back upon other crutches like rewards, punishments and pressures. There is a danger that students may weaken or fallen in their effort because they do not see what this is all about. Fortunately, most students in India come from homes for which college going is a passage to an improvement in social status, employment and material advantage in life, and they themselves give up into the hands of the teacher and carry out his behest. But, if real education is self-education, if students' perceptions and experiences are more important than those of the teacher, and if they have to develop initiative, self-direction and self-reliance, the goals they strive for must be chosen by them and not imposed on them by the teacher.

The teacher may clarify and may also provide opportunity for group discussion in which several members of the class participate and analyse different alternatives and plans. This method will be more effective with college students than with school pupils, partly because the grown-ups develop self-reliance and wish to do without the help of the teacher, and partly because at the college level there are several streams

of studies and courses and students are obliged to make a choice. Since this choice between humanities, science, computers, technology, commerce, management, agriculture, arts, etc., is going to make a difference to their later life and to the whims and fancies of parents or teachers. Of course, students do not understand the pros and cons of the several professions and careers to which a particular course will lead, but it is important and necessary to discuss goals with students and let them make the choice. In doing so, they may have to be told about their aptitudes and abilities, their capacity or otherwise to undertake a particular course, but ultimately the choice should be theirs.

When goals are their own, the college work will seem more meaningful and worthwhile and no effort will be spared to do well. There will be many students to whom the goal of preparing for life, a career or a profession does not hold any appeal. They are too much concerned with the present dawdling, seeing films or matches, gossiping and even feeling proud of neglecting their studies.

Behaviour and movements induced from outside by the teacher may not have any meaning for the student. In helping students to select their own goals, the resourcefulness of the teacher will be put to a severe test. He must have a rich and varied acquaintance with a large variety of people in history, fiction, biography and current life so as to be able to present several models and pictures of life and work, from the world of music, sports, entertainment, industry, science and literature so that students choose the kind of idols they should identify themselves with.

When students share in the information of goals, these goals can be used as a feedback. If the goals are stated by the teacher or a group of students in the class, feedback is involved in discussing the extent to which students clearly understand and accept them. When students understand their goals clearly, they will be able to gauge their progress towards the goals and this knowledge of their progress is an extremely effective form of motivation. Feedback will provide a clear insight into the meaning of goals. Praise is one of the most readily available methods of keeping students informed of their progress. By gestures and words, a teacher can convey his approval or commendation and they act as an effective feedback for students. Even criticism is better than being utterly ignored. At least, the criticized student will feel that he does matter in the class.

1.1.6 Achievement Motivation and Self-Efficacy

Self-efficacy is the individual's perception of his abilities and his status and roles in the outer world is called the self-efficacyt. Current educational literature implies that a learner who has a suitable self-efficacy will learn more easily in school situation than one who has an inappropriate self-concept. It is frequently argued that a person who thinks himself stupid is likely to be more poorly motivated in an academic learning situation than a person who thinks himself bright. It is assumed that there is a causal relation between the self-efficacy and the rate of learning and achievement. But some researches show that it may be the other way round, the high quality of achievement may be the cause of superior self-concept.

The self-efficacy also refers to the ideal self too, that is, the kind of person the individual aspires to be. While there is no reliable evidence as to the exact nature of the motivational influence which the ideal self-efficacyt exercises on a student's achievement, one study has revealed that those students who had shown greater discrepancy between ideal self and self-efficacy showed a high degree of achievement motivation. One thing is clear that the ideal self is related to what is called the level of -48- aspiration, which is the level of future performance on a familiar task which an individual expects to reach. The expectation is defined in terms of the level the individual says he will perform on the task. Success will mean that he has surpassed the level he expects to reach, and failure is the reverse. Since success and failure are relative to the level of aspiration and are great reinforcing forces in learning and achievement, the self-concept and the level of aspiration are great motivational forces for learning and achievement.

A student's self-efficacy will decide what goals suit him and how he should strive for their realization, and it will also determine his level of aspiration. The more he expects of himself, that is, the higher his level of aspiration, the more effort he will put into achieving the task. The level of aspiration and the self-image change with the degree and extent of achievement and are susceptible to change by success. Failure seems to have less effect because it spurs some people to try harder, rather than lower the level of aspiration. In some cases, failure does lower the level of aspiration. Students who fail to achieve their goal often show a tendency to lower

their level of aspiration in subsequent situations. Failure generates a state of anxiety and success fill one with hope, and both have strong influences on achievement.

Students differ in their self-image and levels of aspiration. Some place their expectations too high, others put them low and quite a few are very realistic in their expectations. However, the self-concept does make a difference to learning and achievement. For enlisting achievement motivation, the teacher must know something about the students' ambitions and aspirations, how they perceive themselves and what they hope to become in life. But in a general way, it may be said that all young people wish to feel adequate, to be admired and praised, to be considered capable and competent, to have a status in their group and to win self-esteem. It is for the teacher to devise situations in the classroom in such a manner that the feeling of esteem, adequacy and status depend on high achievement and a high level of aspiration is set consistent with the capabilities of students.

Young people are generally eager for self-enhancement, they not only wish to be well spoken of but also are eager to work hard to achieve a position of respect among their classmates, and it is clearly the responsibility of the teacher that he should in cooperation with parents try to understand their aspirations and help and encourage them to realize them.

1.1.7 Achievement Motivation and Social Factors

In so far as the worth and esteem of a student depends largely on the reactions and evaluations of his classmates, the peer group or the class is an important factor in achievement motivation. It is a common experience that a young -50- person is more sensitive to the opinions and demands of his classmates than those of his teachers or parents, and his self-concept is largely influenced by them. Very often the classroom climate, the norms and code prevailing in the class, determine the responses that students make to the teacher's solicitations and questions. They may help or obstruct learning. Usually, the teacher dominates the class by setting tasks and instilling a spirit of competition among students, and the desire to excel and distinguish over-rides group inhibitions, if any. This is frequently seen even in colleges where every effort is made to soften the excitement of competition.

Young students often identify themselves with one another; they love to be like their close friends. In some classes, there is great cohesiveness and group tasks are set, units of work are undertaken by small groups within the class and a spirit of give-and-take prevails. But, there is a danger in such a pattern of achievement motivation.

The achievements of the class remain at the mediocre level. Outstanding achievement by individual students is facilitated by rivalry and competition, but then if one student scores very high, it makes the rest look bad, and an element of conflict mars the atmosphere of the class. If some students always top the class in every subject and activity, it is a great damper for the rest. So, the teacher must see that a happy balance is maintained between the high and the low in the matter of attention, encouragement and stimulation. But, the classroom climate cannot remain unaffected by the atmosphere prevailing in the college.

The motto of the college, the reputation it has made in the local community, the distinctions in public examinations and tournaments of its former alumni and the way they are given prominence in the college, the values and ideals which the college cherishes, publicizes and expects its students to cultivate and follow, all these bear on the achievement motivation of students, and the classroom work cannot possibly remain unaffected by them.

1.1.8 Achievement Motivation and Examination

Examination success has always been used to motivate learning and achievement. Most parents and their wards look to examination success as the main aim of their educational effort, for the government and private agencies of employment set much store by examination results, and the teacher, hedged in by top-heavy syllabi and limited time, seldom fails to exploit this need for motivating his students for better and greater learning and achievement.

It is difficult to imagine how it is possible to do without examinations, for in a society, people are constantly assessing each other and motivate one another in terms of such assessments, however diversely made. The most important thing is not to abolish examinations but to reduce the ill-effects of the prevailing examination system so that students are motivated to achieve worthwhile things. Some of the reforms called for are:

- Reducing the emotional strain and tension which accompany examinations,
- Introducing more varied kinds of examinations,
- Providing more opportunities for reassessment, and
- Placing greater emphasis on activities disassociated from competitive examinations.

1.1.9 Achievement Motivation and Parents

Students with achievement motivation show many factors at work and among them are parental attitudes. It is obvious that achievement motivation tends to be high when parents have high aspirations for themselves, when their own achievements are noteworthy and when they stress and expect independence, excellence and high achievement from their children. Young people frequently tend to identify themselves with their successful parents and try to emulate their example. Dominant and demanding parents, however, tend to overwhelm them and they avoid involvement in tasks.

1.1.10 Achievement Motivation and Leadership

In authoritarian leadership, when policy is determined and dictated by the leaders, and evaluation is personal and arbitrary, students developed little of their own motivation. They worked productively when the leader was present but the lack of personal motivation was shown in reduction in productivity and increase in aggression when the leader left the room, absence of motivation when the leader arrived late, negligence in work, and lack of initiative in offering spontaneous suggestions, lack of pride in the products of the group effort. Under democratic leadership, students depends less on teacher and the methods like group discussion and decision are emphasised. They selected their own goals; they created their own forces towards the goal when achievement motivation was high.

1.1.11 Inducing Achievement

A person's behaviour is guided by his perception of the world in which he lives. Action is taken on the basis of a person's view of the facts of the situation and the facts are coloured by his beliefs and opinions, the private map, in order to say that he maintains the world. The content and relationships among parts of a person's psychological world may be called his cognitive structure. Since this structure

underlies all behaviour efforts to influence a student, behaviour will succeed only if this structure undergoes a change.

The first task of the teacher is to make young people understand very clearly why they have come to college for, what are the aims and objectives of course work, what is the programme for class work in this term or month and what is expected of them. This knowledge and understanding will re-orient them cognitively to college work. Many students come to college because their parents want them to get out of their way. They do not care what their wards learn or do not learn and naturally, for such students, the college may not be a place for learning and achievement.

On the other hand, there are students whose parents send them to college with the express intent that they learn and achieve things and this intent is very clearly dinned into their ears. The understanding, opinions and thoughts of the latter will incline them more to accept the messages of the teacher because they are consistent with their cognitive structure. The second step is the creation of a motivational structure which means that the teacher must create in the minds of students, the needs, the interests and the purposes which will energize learning and achieving behaviour. If the teacher suggests to them, to choose the goal and if they are persuaded to accept them as worthwhile and vital, they will work for their achievement and fulfilment.

Therefore, the teacher must see that achievement motivation gains control of student's behaviour at a particular point of time. This is the third step of creating behaviour structure in the process of induction of motive. The teacher will have to keep other motive out of focus and assign specific tasks to be completed at a particular point in time the goal and tasks should be concrete and specific and if a time limit is given for their fulfilment and completion, it will precipitate learning activity and achievement.

Achievement is directly related to the growth and development of students in educational situations, where teaching and learning go hand-in-hand. The concept of achievement involves the interaction of three factors, viz., and aptitude for learning, readiness for learning and opportunity for learning. The concept also involves health and physical fitness, motives and desires and emotional balances of the individuals in the fulfilment of the given tasks.

According to Webster's Micro International Dictionary (1961), achievement means "the capacity to achieve the desired results". In the Oxford English Dictionary, it has the meaning:

"The accomplishment, execution, carrying out, working out of anything ordered or undertaken, the doing of any action or work".

"Something performed or done, an action in emphatic sense, a notable deed, achievement".

The term academic achievement is a very broad term, which indicates generally the learning outcome of students. Achievement of these learning outcomes require a series of planned and organized experiences and hence learning is called a process. In this process of achievement of change in behaviour, one cannot say that all students reach the same level of change during the same span of time. The level of achievement reached by the students is called the academic achievement of students. Education plays a vital role in building the society. Educational opportunities, though open to all, do not seem to engage to any reasonable extent the capabilities of those who seek to avail of them.

An eternal question baffling parents, educators and national planners is why do students of demonstrated ability flop in their academic efforts at school or college examinations? The situations and the environments in which the learning is to be made by the learner influence the learning process. A well equipped healthy class-room environment proves a motivating force. The child likes to read, write or listen to the teacher carefully if he finds favourable environment and appropriate learning situations.

The suitability of the building, the seating arrangement and other physical facilities available and affection he gets from his teachers, the mutual cooperation and help he gets from his classmates, the opportunity for participation he gets in the co-curricular activities, etc., will influence and motivate the learning behaviour of the child. Therefore, efforts should be made to provide suitable learning situations and environment for effective learning and enhancement of academic achievement and achievement motivation.

It is difficult to say without proper evidence, that the students reach the same level in all the three domains at a time. Students may be at a somewhat higher level in one domain and at a somewhat lower level in other domain. This means that students may be at different levels of achievement in different areas. As the areas of affective domain and psychomotor domain are not sufficiently explored, it is generally a custom to restrict the term 'college performance' to the level of achievement of students in the cognitive areas of various college subjects.

Here, one should not restrict oneself to only academic performances but also to the accomplishments in other areas. In order to find out the academic achievement of students, evaluation is necessary. Evaluation is an integral part of the teaching-learning process and it involves identifying and defining instructional objectives in behavioural terms, using suitable learning experiences, and constructing suitable evaluation instruments and appraising various learning outcomes.

Virtually, all the teachers use some kind of tests to evaluate the progress of their students. Here are some of the principles of measurement at educational achievement as given by Robert Ebel (1971):

- The measurement of educational achievement is essential to evaluate effective education.
- An educational test is no more or less than a devise for facilitating, extending and refining a teacher's observation of students' achievement.
- Every important outcome of education can be a measurement.

There are many students who pass the examination, yet they fail to achieve as much as they can in terms of their abilities. These students are known as underachievers. They are the persons who are quite capable, but fail to achieve in conformity with their capacities for several reasons. Perhaps, certain non-intellectual factors may interfere with their achievement.

An important need in the prediction of academic achievement is systematic research into personality characteristics and academic motivation which are conducive to academic achievement. Achievement is a function of personal as well as environmental factors; individuals tend to mainly attribute their behaviour or level of performance more to one than the other of these two factors. Applied to education,

it is an attempt to explain individual differences as the causes of their failures and successes in academic tasks and the effects of such beliefs (Weiner, et. al.). Attribution in terms of personal and impersonal causes is everyday occurrences. Ability is considered as relatively a stable individual trait. Task easiness is a stable factor which is not within the student's control and luck is an unstable factor. On one hand, ability and efforts are considered personal or internal while task difficulty and luck are impersonal or external; and on the other, ability and task difficulty are considered stable while effort and luck are unstable factors. Academic achievement is the performance of the student's accomplishment in a subject. Study of academic achievement with some of its correlates has become a topic of key interest among the researchers today. It depends on a number of variables.

Taylor (1964) stated that the value the student places upon his own worth, effects his academic achievement. Very low level of expectation tends to make a student accept very low standard of achievement, very high expectation leads to discouragement and diminished effort because he feels he cannot live up to what is required of him. To be practical, the level of expectation needs to be general to suit to each individual's capability.

1.2 SELF-EFFICACY

Self-efficacy refers to our overall belief in our ability to complete a task successfully. A person with positive self-efficacy expects to succeed and will persevere in an activity until the task is completed. A person with low perception of self-efficacy anticipates failure and is less likely to attempt or persist in challenging activities. When they performed and succeed they attribute their success to others. If students master a challenging task with limited assistance, their levels of self-efficacy rise. Persons having high degree of self-efficacy are more likely to attempt challenging tasks, to persist longer at them, and to exert more effort in the process.

Origins of Self-Efficacy

Robert White (1959) introduced the notion that certain actions and outcomes are not motivated by animal instincts or drives, but by a feeling of efficacy or satisfaction resulting from a successful interaction with the environment. The concept did not appear to find favour again until nearly 20 years later, when it

became the construct that formed the basis for Bandura‘s social learning theory of behaviour change (Bandura, 1977a; Kear, 2000:2). Bandura later altered the label of his theory from social learning to social cognitive theory, in order to distance it from the prevalent social learning theories of the day.

Sources of self-efficacy

After more than 20 years of research in different contexts, many sources of and influences on self-efficacy have been identified, some of which may be context-specific and some of comprehensive generality

Six main sources of self-efficacy are generally discussed in the literature

- self-concept
- mastery
- vicarious, social or para-social learning
- social or verbal persuasion,
- somatic or emotional states, reducing stress reactions
- locus of control

Self-concept is the source that is the least subject to short-term persuasion in the form of learning. It has an influence on, but is distinct from, self-efficacy. According to Bandura, self-concept is more introspective and descriptive than self-efficacy, which tends to be context-specific and more analytic. In terms of this thesis, attempts to engage with the self-concept of mineworkers could breach the accepted boundaries between guidance and counselling in AET, and may be best left to professionals trained in psychotherapy.

Mastery experiences are most frequently identified as the principal vehicle of change. Mastery is further described as experience in overcoming obstacles, and teaching that success usually requires sustained effort. Mastery (successful performance) can lead to a high level of perceived self-efficacy, while experiences of failure lower self-efficacy and impede one‘s behaviour (Kear, 2000:3). This has obvious implications for education and training, in terms of the need for learners to develop hard skills (i.e. practical skills that have utility in work or life, that earn money or promotion, or are admired by peers) and to have opportunities to demonstrate and experience these as mastery in order to develop their own sense of self-efficacy. As mastery or competence increases, this experience is processed

cognitively: As a person judges that he is able to competently perform behaviour, the behaviour is reproduced with increasing confidence. The very fact that mastery is identified as the most effective way of creating a strong sense of efficacy differentiates self-efficacy from self-esteem or self-confidence.

Social or para-social learning can be used to contextualize mastery or learning.

Social or verbal persuasion also strengthens people‘s beliefs that they have what it takes to succeed. Bandura suggests that the inhibiting self doubts of individuals and their focus on personal deficiencies can be addressed by verbal persuasion. This is more complex than simple positive reinforcement; rather, it is a way of nurturing the fertile ground needed for positive change to begin. It is more difficult to instil a high belief of personal efficacy by social persuasion alone than to undermine it. Positive reinforcement of new skills and learning is required, as well as the confidence to enact these.

Somatic and emotional states: Bandura states that positive mood enhances perceived self-efficacy, despondent mood diminishes it. However, the ways in which individuals manage their internal adrenal or arousal levels, interpreting them as stress or excitement, are more likely to be within the confines of psycho-therapy, anger and stress management than H&S training. The boundaries between these different interventions often arise in adult education and training situations, where distinctions have to be drawn between reasonable, empathic engagement with the somatic and emotional states of trainees and those that require referral to differently trained clinicians.

Early on, Bandura recognized control as a central issue in human agency and consequently of self-efficacy as well. The way an individual interprets the locus of control in his or her life also affects self-efficacy. The locus of control can be viewed as primarily external, operating by chance or through external control, or internal, as a direct result of personal effort. The locus of control is made up of two main processes, emotive and cognitive. An individual with an active internal locus of control would experience a feeling of control as well as the cognitive process of interpreting a causal relationship between personal action and goal attainment.

1.3 ROLE OF SELF-EFFICACY IN ACADEMIC MOTIVATION

Self-efficacy term having focus on influencing academic motivation as choice of activities, level of effort, persistence, and emotional reactions. There are facts that self-efficacious students perform more readily, work harder, persist longer, and have fewer adverse emotional reactions when they encounter difficulties than inefficacious students who doubt their capabilities. More the children's sense of efficacy, the greater their choice of the arithmetic and logical activity.

Self-efficacy can be defined in two terms: one is individual effort and second one is quality performance and expenditure of their energy. Salomon (1984) has found that self-efficacy is positively related to self-rated mental effort and achievement during students' learning from text material that was perceived as difficult. Self-efficacy and outcome expectancies influence students' motivation (i.e., effort expenditure and persistence), which, in turn, promotes task success and skill development both directly and indirectly by increasing their persistence.

1.4 SIGNIFICANCE OF THE STUDY

Motivation is the force that energizes, directs and sustains behaviour toward a goal. Researchers often find a strong correlation between motivation to learn and student achievement (Wang and others, 1993). As a result, teachers at all levels routinely implement strategies designed to enhance the achievement motivation of students by developing a positive classroom climate and enhancing intelligence of students. Higher secondary stage is the beginning to provide assistance to students, especially new ones, in developing so-called study skills and self-regulatory skills such as time management. One of the greatest challenges and opportunities of the 21st century will be for schools at all levels to focus more on assisting students to become motivated in order that they can succeed in school. The most important factor along with others to be considered to enhance achievement motivation among students is their self efficacy. Thus, a need is felt to investigate achievement motivation, self efficacy and its relationship with academic performance among the students of the higher secondary schools.

Chamundeshwari (2015) gives evidence that self-efficacy and achievement motivation are correlated with academic performance and analysis suggests that self-efficacy makes a positive contribution to students' scores on deep processing. Achievement motivation contributes positively to students' scores on achieving orientation, meaning orientation and methodical study. Findings of many studies (Singh, A.,2011; Agrawal and Teotia, 2015) suggest that achievement motivation and self efficacy are directly and indirectly related to academic performance. Highly motivated students perform better academically than the lowly motivated students (Tella, 2007).

Knowing the factors that increase the levels of students' self-efficacy will hypothetically raise motivation and achievement. A practical outcome from this research would be lesion or even curriculum centered on achieving positive student self-efficacy. Academic performance is realized by achievement motivation and self efficacy. Once the students have imbibed achievement motivation and self-efficacy than their academic performance will be much more praise worthy because of the above mentioned facts the investigator is strongly convinced that a study on self efficacy and achievement motivation of higher secondary students in relation to their academic performance is meaningful. Hence, the study is significant.

1.5 RESEARCH QUESTIONS

The main question of every student in any school (government or private) is what the level is of achieved motivations and enhanced his self efficacy? The answer of this question gives much affect on the performance and future education and career of the student.

Since there are lots of expectations and meeting these expectations and delighting the parents hope, it is important that the students should deliver their performance with full commitment towards education. Therefore it is important that the motivation of the student be maintained.

The questions of the researcher are given below:

1. What is the difference between achievement motivation of private and Government school student of rural and urban area?

2. What is the difference between self efficacy of private and government school students of rural and urban area?
3. What is the relationship between achievement motivation and academic performance of higher secondary school students?
4. What is the relationship between self efficacy and academic performance of higher secondary school students?

To give the answer of these questions the objectives of the research are given further.

STATEMENT OF THE PROBLEM

"A study of achievement motivation and self efficacy of higher secondary school students in relation to their academic performance"

1.6 OBJECTIVES

The objectives of this study are:-

1. To study the difference between achievement motivation of higher secondary school students on the basis of locale, gender and type of schools.
2. To study the difference between self efficacy of higher secondary school students on the basis of locale, gender and type of schools.
3. To study the relationship between achievement motivation and academic performance of higher secondary school students on the basis of locale, gender and type of schools.
4. To study the relationship between self efficacy and academic performance of higher secondary school students on the basis of locale, gender and type of schools.

1.7 HYPOTHESES

Researcher has reviewed the related literature and Hypotheses were formulated on the basis of the Review of Literature and the objectives of the study.

1. There is no significant difference in achievement motivation of higher secondary school students on the basis of locale, gender and type of schools.

2. There is no significant difference in self efficacy of higher secondary school students on the basis of locale, gender and type of schools.
3. There is no significant relationship between achievement motivation and academic performance of higher secondary school students on the basis of locale, gender and type of schools.
4. There is no significant relationship between self efficacy and academic performance of higher secondary school students on the basis of locale, gender and type of schools.

1.8 OPERATIONAL DEFINITIONS OF TECHNICAL TERMS

Achievement Motivation

Achievement Motivation means inner desire of doing any work better. Achievement motivation denotes processes leading to behaviour that aims to achieve a certain criterion or standard. The criterion can be any goal or objective, formal or informal, set by an individual or by others, in any professional or leisure domain (e.g., school, sports, work, music, gardening, even social relationships and moral conduct), which provides a guide for evaluating success and failure. In the present study achievement motivation means the extent to which individuals differ in their need to strive to attain rewards, such as physical satisfaction, likes and dislikes, praise from others and feelings of personal mastery.

Self-Efficacy

Self-efficacy refers to our overall belief in our ability to complete a task successfully. A person with positive self-efficacy expects to succeed and will persevere in an activity until the task is completed. A person with low perception of self-efficacy anticipates failure and is less likely to attempt or persist in challenging activities. Persons having high degree of self-efficacy are more likely to attempt challenging tasks, to persist longer at them, and to exert more effort in the process. In the present study self efficacy means how students consider themselves capable of performing any particular activity.

Academic Performance

Academic performance is a term used in school when a student does well in academics; they do well or achieve in the area of school and perform in their studies. So, in the study researcher took marks obtained in the final examination of 10^{th} class.

1.9 DELIMITATION OF STUDY

The study was confined to 600 students of class XI of Allahabad district. Government and private higher secondary schools of urban and rural area were selected for the purpose of study.

Chapter-2

REVIEW OF LITERATURE

Chapter 2

REVIEW OF LITERATURE

Review of the related literature is a collection and organization of previous researches related to the problem in scientific manner. It is a process of accumulation of previous researches in specific field of research. It uncovers the information's about the work that has already been done and which can be meaningfully extended or applied. It also helps to uncover the status of work in a field in terms of conclusion and applications. It also updates the knowledge of researcher. Year wise review of related literature is presented and conclusion thus obtained has been given at the end of this chapter.

2.1 ACADEMIC ACHIEVEMENT

Aggarwal, A. (1983) conducted a study on reading ability in relation to some cognitive and non-cognitive factors. The sample constituted 200 male and female students selected randomly from the high schools of Bihar in India. By the statistical data collected by administering ability test it is analysed that reading ability to the girls is more than higher in compared to boys in regards of academic achievement in students.

Ryckman, M.D.*et al*. (1988) had organized a test on feminine relationship among cultivated achievement, responsibility and quantities achievement and grades. 145 female students and 142 male students of fourth to sixth standard tests achieved by using California achievement test.. The results revealed no significant gender differences in academic achievement of the students.

Singh, N.P. (1988) studied the influence of residential place on the achievement of students with the objective to study the effect of location on the achievement level of students by taking a sample of 650 adolescents within the age range of 17 to 20 years and found that the urban students had better academic achievement than rural students, the reason behind this may be the facilities and exposure provided to urban learner.

Rajput,A.S. (1989) studied and gathered the data on academic achievement of secondary school with the parameters to inspect the effect of family factors on

education level on youths by considering a test of thousand higher secondary school students across taking random sample technique and analysed the result that guardian education and motivation plays a important equivalent role in proportion to academic achievements of students. There was no effect of socio economic status on the academic achievement of the students, but academic achievement of urban students was influenced by the socio economic status of family; academic achievement was influenced by their family environment.

Tripathi, R.C. (1991) had studied a correlation between academic achievement motivation by taking a test on high school 445 IX grade students selected through random sampling technique and revealed that urban science boys were generally better adjusted; achievement motivation of boys and girls was highly correlated with intelligence and achievement. Between other factors also correlates achievement motivation and academic achievement which also shown important factor.

Verma, B.P. *et al.* (1991) undertook a study with the major objective to identify factors responsible for poor results in the secondary school examination and examining their bearing on school success. The sample consisted of 515 randomly selected students of class X from different academic streams and found that students' who expressed high degree of ego involvement, indicated the degree of persistence and secured better marks in their final examination.

Wongoo, A. (1991) instructed a test to find difference between the government school students and private school students and the concern about their socio economics status and academic achievements. He found that the government and private school students from highly advanced, advanced and normal schools differed significantly so far as their socioeconomic status was concerned. Discerned significant difference on academic achievement was found between the students from government and private, highly advanced and advanced schools; academic achievement of students from normal government and normal statistical data as conformed on total sample (N=180) as compared to government schools private schools did not differs significantly between socio economics status and academic achievement .

Kaur, J. (1992) confines the correlation between innovation, intellectual intelligence and educational achievement of XI school male and observed that relationship

between innovation and intellectual intelligence was positive; educational achievement commonly influenced the correlation between creativity and intelligence; relationship between creativity and intelligence was non linear; low positive relationship existed between creativity and academic achievement; creativity commonly influenced the correlation between academic achievement and intelligence; the relationship between intelligence and academic achievement was linear.

Rangappa, K.T. (1992) studied self concept and reading ability in relation to achievement in mathematics of 7th class students with the objective to identify whether boys and girls, rural and urban students differ in their achievement by taking a sample of 1000 students with mean age of 12.5 years and found that the students studying in urban school performed better in mathematics than the students studying in rural school; self concept, location, gender and reading ability affected the achievement of students in Mathematics.

Shah, J.K. (1993) There is a survey done to check the relationship between two category i.e., socio-psychological and academic achievement to the different students both boys and girls, & measure scores for few years, it resulted that positive relation between them as well as One thing to see that girls are better than boys in academic achievement.

Pal, S. *et al.* (1996) studied socio-psychological factors, which promote students" mathematics competence among urban and tribal students. The sample was comprised of 194 urban and 132 tribal students selected randomly for the study. Data was collected by administering mathematics achievement test developed by national council of educational research and training from the sample. The observation shown that mathematical and arithmetical competence of urban with respect to rural has highest educational performance phenomena with respect to guardians education. And factors found that parent's education plays better performance in higher education to students in mathematics and arithmetic achievement.

Bala Subramanayan, B. (1997) studied academic achievement in English in relation to intelligence and found that among XII grade learners' intelligence was positively related to English achievement; medium of instruction and locality of residence influenced the level of achievement.

Panda, B.N. (1997) observed the influence of innovation and adaptation on educational achievement and found that innovation and adaptation that were the necessary factors to accommodate the educational achievement of students. These are the factors correlated to each other. Therefore proper stress may be given to develop creative power among the students, so that they can be balanced and ultimately secure better academic achievement.

Kumari (1998) explored the comprehension, procurement, adaptation and socio economic format of essential sociometric category of students. A sample of 529 students was drawn from nine schools (government and private) of Jalandhar city (Punjab). The sociometric status of these students was worked out on the basis of a sociometric questionnaire and four extreme groups of popular, neglecters, isolates and rejecters were formed. Further it was managed to keep 50 students in each category, so that final sample consisted of 200 students of class IX. The main findings of the study were that the group combinations of popular and neglecters, popular and isolates, popular and rejecters differed significantly on intelligence; popular accounted for significant differences from other sociometric group on achievement; there existed a positive relationship between intelligence and achievement for all the sociometric groups; positive correlation exists between achievement and total adjustment for popular, neglecters, isolates and rejecters.

Radha, K.(1998) In a study the academic achievement taken by the children has to build by start from low level, the school make prepare them to be independent, The students of different variables has a different types of academic achievements i.e, high end schools & governments schools students doesn't have the same criteria, both have a lots of differences. They did not represent any among the high academic achiever category; socio economic status appeared to be the best predictor of academic achievement.

Koreswara, V.B. *et al.* (1998) studied with the sample to correlate procurement with demographic variable research proved the relationship between gender and learning procurement of high school students of 1296 students of 8th, 9th and 10th grade and found that girls were better than boys in reading achievement; class as a variable affected reading achievement of students of 10th class were far better in achievement than 8th and 9^{th}class; students of residential schools performed better than day

scholar students in rural and urban area; region and locality had no consequential influence on learning procurement of high school students.

Dangwal, A.K. (2000) studies to find out the correlation between educational procurement and response on irritation, it has been to figure out a specimen of 70 scholars of class 5^{th} and obtained correlation between intro disciplinary and educational procurement was not remarkable with boys. Total group; in boys impunities and academic achievement were significantly and directly correlated to each other; obstacle dominance and academic achievement were inversely correlated to each other; the relationship between self esteem and educational procurement was very remarkable and rigid.

Basant, M. (2000) studied with respect to guardians prospective about schooling and youngster growth the test proves the performance of the study in educational achievement of students in relation to gender, intelligence and culture by taking a sample of 200 students selected through random sampling technique and found that there was difference in the total academic performance of students as well as in their scores in language, science, social science with respect to culture but not gender; parents beliefs about development due to learning as well as cognitive procedure are relatively quite comprehensive so as educational performance.

Alam, M.M. (2001) studies to correlate socio economic state, concern level & procurement progression to view the extent up to which academic achievement of the children was affected by their anxiety level and revealed significant positive relation between socio economic status and academic achievement, achievement motivation and academic achievement; and a negative relationship between anxiety and academic achievement.

Tehlan, S. (2001) studied a relative contact of general comprehension, level of desire realization of solution on the educational procurement of scheduled caste scholars of senior secondary stage and found that general intelligence of male scheduled caste students were better than the female scheduled caste students; general intelligence of rural male scheduled caste students are more appropriate & eligible than urban male scheduled caste scholars or general comprehension of female urban scheduled caste students were better than the rural female scheduled caste students; intelligence level of female urban scheduled caste students were better than the rural female scheduled

caste; level of intelligence of the urban male scheduled caste students was better than the rural male scheduled caste students.

Vyas, S. (2002) In a study reading, conceptual ability, educational & ecological association relations of schooling girls. To find correlation between ecological educational performance of girl scholars by observing a specimen of 545 school girls, by most of the student showed procurement actualization of mean level no remarkable difference the achievement of girls belonging to arts and science group; there was significant difference in the learning style and mental abilities of girls residing in urban and rural area.

Adepoju, M. (2002) to study regional parameters individual expense & educational performance of under graduate students and variations found in urban & rural secondary student academic performance. Schools particularly in English language; the location factors did not contribute significantly to the academic performance in English language and Mathematics.

Adepoju, M. (2002) studied the motivational variables and academic performance of urban and rural secondary school students with the objective to examine the degree of relationship among motivational variables and academic performance of students in secondary school certificate examination by taking 100 secondary schools and 1000 senior secondary school students and found that there was an enhanced relationship of each of the motivational variables in respect to academic performance with the provision of learning materials as the most predictor variable, followed by employment of private teachers and conducive school environment respectively.

Shanthi, J. *et al.* (2002) studied the effect of computer assistance program in science objectives of learning procurement. such as knowledge, comprehension, application and skills by taking a sample of 65 students and found that students taught through computer assisted instruction showed significant difference in the attainment of the learning objectives; significant effect was observed on achievement in favor of computer assisted instruction in all aspects of learning; computer assisted instruction students scored significantly higher marks over the control group students.

Jagannadhan, P. (2003) to study the positive socio cognitive term ingredient educational procurement of student learning in classes 8^{th} to 10^{th} and form the three

stages of home environment of low medium high (41.38, 47.05 and 62.37). Home environment yielded a correlation of 0.42 with academic achievement, which was highly significant. The partial correlation between home environment and achievement was 0.179, which was also significant. For boys and girls the respective correlations were 0.391 and 0.450 which were positive and significant.

Gakhar, A. (2003) In the study connection with spiritual development and individual idea of educational procurement of scholars on next level find the relation between psychic maturity of male and female scholars, of urban and rural areas, govt. and private. Schools, professional and non-professional guardians with a specimen of 200 scholars of next level. It found that there was negative correlation between intelligence and emotional maturity; a significant correlation between emotional maturity and academic achievement of boys and girls.

Pandey, S. *et al.* (2003) studied relationship between socio economic status and academic achievement of adolescents and found significant relationship between academic achievement and socio economic status; significant difference between academic achievement of adolescents studying in different types of school depending upon the socio economic status of parents.

Jayaswal, P. *et al.* (2003) by studying the model of parental support and educational procurement of ethnical schools by examine a specimen of 300 scholars via multi level super imposing technique. Its observed that guardians of higher ability have more support for their children's studies as compare to high performers as compare to low performers. success and high prestigious occupation with attractive financial return, but the parents of low achievers were not strongly ambitious of children's upward mobility; the high achievers parents believed in counseling, it is noticed that behavior of low performers think in physical for correct behavior whereas the parents of low achievers believe in penalty where as high performer parents are enlightened and give their children's to liberty to indulge with them but low performer parents did not allow it.

Thakkar, S (2003) facts presented in educational procurement and learning manner of rural and urban scholars are consequentially different in educational procurement, specifically it has been notice the difference seen in rural and urban scholars on accommodations, family, psychological interest of social and educational adaptations

not follow consequences. students in the areas of home and family, personal and emotional, education, health and total adjustment; in social adjustment there was no significant difference between low and high achieving groups. In the modern society there was no difference of consequences between low performers and high performers. rural and urban boys with regards to academic achievement; adjustment pattern showed that urban boys were slightly better adjusted than their rural counter parts in the areas of home, family, personal, emotional and health adjustment; rural boys were slightly better adjusted in comparison to the urban students in the area of social adjustment; significant difference was observed between rural boys and urban boys

Panda, M. (2005) studied correlation between academic achievement and intelligence of class IX students with the objective to study the relationship between academic achievement and intelligence by taking a sample of 765 secondary school adolescents studying in government, aided and private schools and found that there was low relationship between intelligence and academic achievement in different categories of school and also there was a significant difference in academic achievement of students studying in different categories of school.

Panigrahi, M. (2005) studied academic achievement in relation to intelligence and socioeconomic status of high school students with the objective to examine the influence of intelligence and socioeconomic status on academic achievement of high school students by taking a sample of 100 students from Bhubaneswar city of Orissa and found that there was significant and positive correlation between academic achievement and with high intellectual aim for better educational progression and low favorable relation between educational procurement and socio economic state there was no consequence between male and female in educational procurement.

Sindhu, R. (2005) studied teacher's motivation, student adjustment and their academic achievement with the objective to compare school adjustment of boys and girls and their achievement level by taking a sample of 680 students of Xth class from KendriyaVidyalayas through stratified random sampling technique and found no significant difference in the achievement of boys and girls; better liking of teachers contributed to better achievement of boys; girls displayed superior adjustment as compared to boys.

Vamadevappa, M. (2005) study perform to know the parental participation on educational procurement on higher primary scholars to observe the extent of relation between parental participation and educational procurement achievement by taking a sample of 200 students studying in 7th standard and found that there was a positive and significant relationship between parental involvement and academic achievement; significant difference in the achievement scores of boys and girls of high and low parental involvement; significant difference between boys and girls in their academic achievement.

Dwivedi, K. (2005) study to observe the academic atmosphere and educational procurement of scholars of schools according to their environment by taking a sample of 400 X class students from sixteen different institutions and found that students from schools with enriched environment had significantly better educational procurement of scholar from poor academic atmosphere where high compliance competitors had consequentially more ability than lower compliance competitors

Nirmala, M *et al.* (2006) facts found from 900 students from higher secondary schools that mathematical, arithmetical, processing logical, decision making and attitude towards mathematical calculations to improve educational procurement are the factors for optimization of educational procurement. among the five factors of information processing skill two of them (surface disintegrated and strategic study) had played a significant role in getting maximum aggregate marks in mathematics; as regard the decision making, all the five factors (approach, internal, external, avoidance and quick) had played a prominent role in maximizing the aggregate performance in mathematics.

Fitz, S. (2006) studied academic achievement of students in relation to their preferred learning, thinking styles and study skills and found that weaker preference for imaginative thinking style was likely to obtain poor academic achievement or vice versa. As regard the other thinking styles viz: logical thinking style, fractional thinking style, divergent thinking style, convergent thinking style, creative thinking style, intellectual thinking style, optimistic view of problem solving thinking style and analytical thinking style were not significantly associated with academic achievement of the students.

Bajwa, P. *et al.* (2006) compare personality adjustment and academic achievement of senior secondary students of co-educational and single gender schools and found that there was a significant difference in academic achievement of girls studying in co-educational and single gender school; significant difference in academic achievement of boys studying in co-educational and single gender school.

Chamundeswari, P. *et al.* (2006) had studied basic psychological activeness and comprehension related to educational procurement of scholars on the next level to enquire the probabilities of educational procurement in mathematics of students at secondary level in different types of school by taking a sample of 291 students and found that there was a significant difference between achievement in Mathematics of students at secondary level in government, aided and matriculation, government and government aided, matriculation and corporation schools; there was no significant difference between achievement in Mathematics of students at the next stage of local and govt. administration formed matriculation academic institution having relation with psychological activeness, comprehension, procurement in mathematics and English of scholars at the secondary level in different type of school.

Rajendran, D. *et al.* (2007) studied parents' education and achievement scores in chemistry with the objective to investigate the influence of parents education level on the achievement scores of students by taking a sample of 120 students and found that there was no significant difference between achievement of boys and girls in the post test, when the parents education was taken into consideration; No consequences has been found into the procurement of boys and girls of experimental group in the post test, when their parents education is taken into consideration.

Dange, S. *et al.* (2007) studied library facilities and the academic achievement of secondary students with the objective to find out the correlation between library facility and academic achievement of secondary students by taking a sample of 100 students in the age group of 16-17 years and found that intelligence and academic achievement were directly related to the psychological character of an individual; reading ability, concentration and sitting hours improves the academic scores of students.

Uniyal. V.P. (2007) examined co-relational study of level of aspiration and scholastic achievement in relation to gender and caste with the objective to study the

level of aspiration that determined the scholastic achievement by taking a sample of 514 adolescents and found that there exists a very high significant difference in between the high and low achiever students in overall desired scale aspiration scale; remarkably inspired by academic procurement of scholars.

Meera, T.H. *et al.* (2008) observations on academic studying atmosphere and self esteem as correlates of achievement in social studies and found that achievement in social studies vary with regard to difference in the self esteem of student's ; achievement in social studies for boys and girls vary with regard to difference in their classroom learning environment.

Alim, C. *et al.* (2008) Study showed that the effect of significant difference of working and non working mothers on boys and girls for their academic achievement is same. Significant difference in academic achievement of boys and girls of working mothers; significant difference in academic achievement of boys and girls of non working mothers; academic achievement of boys of working and non working mothers also showed the same trend.

Subramanyam, R. *et al.* (2008) studied academic achievement and emotional intelligence of secondary school children and found that there was no significant difference with regard to the impact of gender on emotional intelligence and academic achievement, besides there being no relation between academic achievement and emotional intelligence.

Sridevi, L.P. *et al.* (2008) studied relationship of emotional intelligence, adjustment, self concept and scholastic achievement of higher secondary students and found that there was a positive relationship between emotional intelligence, adjustment, self concept and achievement of higher secondary students

Babu, J.K. *et al.*(2008) studies found procurement of higher secondary scholars in favour and there guardian motivation to find the consequential difference in locality and family type with respect to higher secondary student's achievement in accountancy and found that there was significant and relatively low relationship of higher secondary students in respect of achievement in account of girl scholars, urban scholars and scholars from joint family, rural scholars of nuclear family gives remarkable procurement.

Singh, P. (2008) studied the objective to correlate intuitive intelligence, innovation and comprehension with respect to procurement of secondary schools scholars. By innovation, comprehension and scholastic achievement by taking a sample of 180 subjects of IX class from Oriya medium secondary school and found that there was significant positive correlation among creativity and science achievement, creativity and scholastic achievement, intelligence and science achievement as well as intelligence and scholastic achievement.

Mittal, P. (2008) studied academic achievement of secondary level students in relation to their mental health and locality with the objective to study the academic achievement of secondary level students of different localities by taking a sample of 640 students of secondary level and found that there was significant difference in academic achievement of secondary level students of different localities; academic achievement of urban locality was better than the academic achievement of rural locality of secondary level students; urban locality students had better teaching learning environment at school as well as at home than the scholars of rural society, consequentially relationship between psychological alertness and educational procurement of secondary level scholars of urban society was highly remarkable, it showed no consequence difference between the two societies.

Aruna, A. *et al.* (2009) studies for educational procurement in terms of social fobia and socio economic virtue and studies found that there is no consequence difference in the procurement of social studies students paired as government and private school; management of school and social phobia were not the factors influencing the achievement in mathematics; significant difference in achievement in social studies was observed for the students paired as boys and girls, rural and urban students, and high and low socio economic status groups. This indicates that factors like gender and socio economic status were the factors influencing the achievement in social studies.

Choudhary, R. (2009) studies showed patterns of families and educational procurement of scholars. It had been observed the scholars of urban society were better perform rather than rural society scholars in educational procurement family; students coming from urban nuclear family were better in academic achievement

than the students coming from rural nuclear families; urban students were better in academic achievement than rural students.

Mehta, R. (2010) test formed for individual requirement and educational procurement of secondary school scholars to observed the correlation between individual requirements and educational procurement by obtaining a specimen of 120 students (50 high achievers, 70 low achievers) from five schools by using systematic sampling technique and found that need achievement, need dominance, need nurturance and need endurance were firmly and consequentially relative to scholars educational procurement for dependence, integration, disgrace and assertion were consequentially but disagreed to educational procurement.

Vasanthi, P. (2010) observation done on studying atmosphere and educational procurement of highe secondary physics scholars by obtaining a specimen of 223 students of Mathematics and Science group and found that the correlation between learning environment and academic achievement of Hindu students, non BC students, and rural students vary significantly.

Gakha, M.V. *et al.* (2010) correlation to find enlightened and non enlightened of scientific perspective, it is found that relationship between enlighten and science procurement with socio economic virtue. scientific interest and home environment (non intellectual variables) with scientific attitude by taking a sample of 740 IXth class students selected on the basis of multistage randomization technique from eight districts of Punjab and found that science achievement was not significantly correlated with scientific attitude. The reasons may be that science achievement depends on memory, recall, knowledge and hard work whereas scientific attitude involves scientific temper of mind, rational thinking, open mindedness, objectivity etc.

Singh, P. *et al.* (2010) studied the influence of spiritual intelligence on academic achievement of adolescents with the objective to study the influence of spiritual intelligence, gender, type of school and their interaction on academic achievement of adolescents by taking a sample of 934 students with a mean age of 16.64 years through cluster sampling technique and found that academic achievement of adolescents with low spiritual intelligence were better than adolescents with average spiritual intelligence; male adolescents had higher academic achievement than

females; academic achievement of adolescents studying in aided schools were better than adolescents studying in government schools; academic achievement of adolescents studying in unaided schools were better than adolescents studying in government schools; academic achievement of adolescents studying in aided schools were better than adolescents studying in unaided schools.

Kumari, V. (2010) Observation correlates the objective to study the relationship between educational concern and procurement motivation with respect of educational procurement and to figure out the relation between educational concern, procurement motivation and gender regards to educational procurement by testing a specimen of 400 scholars of 11^{th} class to examine ability and found that academic achievement was negatively related to academic anxiety and positively to achievement motivation; the interaction of academic anxiety and achievement motivation on academic achievement was not significantly different for boys and girls; the interaction effect of gender and academic anxiety on academic achievement did not differ significantly for different levels of achievement motivation; the interaction effect of gender and Procurement motivation on educational procurement consequentially same on various stages on procurement concern.

Sarsani, T. *et al.* (2010) studies to find differences in procurement in mathematics of academic procurement test related to gender, caste, type of school, nativity and medium of instruction at secondary school level by taking a sample of 480 students and found that girls performed better than boys in Mathematics scholastic achievement test; caste did not influenced the performance in Mathematics scholastic achievement test; type of school, medium of school and locality influenced the performance in Mathematics scholastic achievement test.

Garikai, M. (2010) empirically predicted the causes of poor academic performance of the school students on a sample of 200 high school students of Zimbabwe. Data were gathered through interview conducted with the students. The findings indicated that there was a difference in academic performance of male and female students with male students performing better and education of parents had significant effect on academic achievement of the students.

Muola, J.M. (2010) Study the correlation between educational procurement motivation and home atmosphere in between eight specimen of scholars. The results

indicated a low but positive relationship (0.15) of parental education with academic achievement of the students that revealed a positive relationship between parental education and academic achievement of their children.

Singh, S. and Praveen, T. (2010) to find the correlation between individual social maturity with educational procurement of high schools scholars. The study was organized by 200 male scholars and 200 female scholars of class 10^{th} in New Delhi by their sores in board exam to investigate the parameters of educational procurement. The results indicated that there were no significant differences between the academic achievement of boys and girls. Conclusion there is no consequences difference has been found in educational procurement in rural and urban scholars.

Shabatat, A. (2010) studied the parameters of motivation to the evolution of giftedness by organizing a experiment. A total of 180 university high scoring students of Malaysia were selected as sample by employing culture fair test. To find the direct and indirect effects of procurement motivational parameters on comprehensive giftedness via systematic calculation. Observations showed consequences to direct and indirect effect of motivational on giftedness.

Majzub, R.M. (2010) investigated the relationship between achievement motivation and self-regulated learning strategies among the university students. A sample of 300 undergraduate students from Malaysia participated in the study. The results indicated that there existed a positive and significant relationship between achievement motivation and the self-learning strategies.

Muola, M.M.E (2010) Study the correlation between educational procurement motivation and home atmosphere in between eight specimens of scholars. The specimen was confined between 235 Kenyan scholars at the age of 13 to 17 years of six urban and rural primary institutions taken out randomly from muchakos district. Facts shown by two parameters basic profile and home atmosphere to find out the statistics of scholars. The results indicated a positive relationship between academic achievement motivation and home environment.

Sakiz, S. (2011) studied the corporation through procurement resemble asp rational situation, educational self ability perspective and educational help to find out the nature of Turkish college scholars, a detailed tests were organized on 98 junior

college scholars of Istanbul Pakistan. The findings indicated that mastery approach goal orientation was significantly and positively associated with college students‟ academic achievement whereas, Performance approach goal orientation was significantly and negatively related with academic achievement.

Yusuf, O. (2011) investigated the correlation between individual ability, procurement motivation and self supervised reading procedures of undergraduate scholars. The facts correlates relationship between educational motivation and self supervised reading indicated that there was a considerable relationship between achievement motivation and self-regulated learning procedures. The path analysis established that there was a direct and indirect effect between research components and respondents' academic achievement. Specifically, the analysis has shown the direct effect of self-efficacy and indirect influence of achievement motivation and self learning strategies on participants' academic accomplishment. Conclusions were adjacent to the existing literature on self- ability, procurement motivation, studying procedures in relation to the educational procurement.

Bahago, V.A. (2011) studied the effect of procurement motivation and demographic structure of educational representation of nomadic Fulani females in Adamawa region. The statistics were gathered by a specimen of 300 female taken from nomadic primary institutes by administering procurement motivation measures and nomadic female‟ procurement parameters. The results indicated that academic achievement of the girls was influenced by parental education levels. The findings revealed the relevance of parental education in academic achievement of the girls.

Sharma, N. and Tahira, K. (2011) studied to observe the effect of guardian educational, profession and family size on science procurement of the secondary school scholars in western Uttar Pradesh in India. 1500 students were selected as a sample for the study and data was collected through a questionnaire that assessed personal information and science achievement test developed by the researchers themselves. The results indicated that family variables including parental education had significant relationship with the achievement of their children.

Murugan, P. and Thilagavathy, M. (2011) found that the students have average reasoning ability and home environment. Significant difference is found in respect of

gender, parents education and parents income. It is inferred that a positive and significant relationship exists between reasoning ability and home environment.

Yellaiah, Y. (2012) Investigate to observe the relative accommodation and educational procurement correlates difference between boys and girls scholars. Government and private schools students and rural and urban school student do not cause difference between adjustment and academic achievement. It is also found that there is a low positive relationship between adjustment and academic achievement.

Mahadevan, S. and Muthumanickam, T. (2013) found that there is no significant difference in the home environment of higher secondary students irrespective of their sub-sample based on gender, locality, type of management and group of study.

Ganai, M.Y. and Mir, M.A. (2013) found no significant difference between male and female college students in terms of total scores obtained on the adjustment scale. Both categories not dissimilar in terms of marks obtained separately on any extent of the adaptation range. Furthermore the two groups showed no significant difference in terms of their academic achievement.

Thornton, R. (2015) observed guardian participation in the study of primary school scholars in a deprivation affected, low-income circle in Chicago. The study showed the majority of parents were involved in the education of their students and showed low confidence in parent involvement. The results showed room for improvement for parent teacher relationships and parental involvement.

Gbollie, C. and Keamu, H.P. (2017) studied nature of motivation and conceptual reading to improving scholars reading outcomes. This study was performed to explore the motivational beliefs and reading capability by Liberian junior and senior high school scholars linked with their educational performance. Motivational concept for reading test was adapted and 12 potential reading impediments were identified and used as mechanism. The result also showed consequent relationships between the two. In addition, the results found some reading impediments. A number of conclusions as well as some practical recommendations found for action related to the improvement of scholar performance.

2.2 PARENTAL MOTIVATION

Shah, J.K. and Sharma, S. (1984) In a study managed to explore the consequence of nuclear family atmospheric condition of scholars educational procurement. Statistics has been gathered with the help of responsible family atmospheric order with the specimen of 200 scholars be found in 118 male and 82 female scholars of ninth standard in the institution of pury and jehri sector of Kashmir. Its conclusion explain that nuclear family atmosphere remain undoubtedly and easily linked to the educational procurement of scholars.

Baker, A. and David, A. (1986) Analysis done on parents for planning for scholar's school procurement. The analytics gathered reports from miscellaneous specimen of guardians of eighth standard via evaluation scheme. The statistics show the impact of guardians motivation on educational procurement of the scholars. The consequence shown that parents' active engagement in their children's career may help in direct educational procurement. The tests performed on female guardian motivation were also found to have positive influence on the academic performance of the students.

Bank, A. *et al.* (1990) studied the effect of peer, family and parental influence on students‟ persistence. Data was collected through a longitudinal study from 1240 first year undergraduates of Midwestern state university of America. The results demonstrated that parents had strong influence upon the persistence and educational success of the students.

Lamborn, P. *et al*. (1991) studied the patterns of competence and adjustment among adolescents from authoritative, authoritarian, indulgent, neglectful homes. The sample consisted of approximately 4100 respondents from Wisconsin state in America. It was confirmed through the results that adolescents who describe their parents as either neglectful or indulgent had lowest adjustment. The findings also indicated that authoritative parenting had significant influence on student's competence and adjustment.

Steinberg, M. *et al.* (1992) studied the impact of parenting on adolescent achievement on a heterogeneous sample of approximately 6400 American 14-18 year old students. He concluded that authoritative parenting lead to better school performance and stronger cognitive engagement among the adolescents. Guardian motivation is also found to help scholars in their academic progression by

considering reliable in home atmosphere, reliable home atmosphere tends to motivate scholars in their procurement.

Shah, J.K. (1993) instructed the study to observe the correlation between social, psychological parameters and the educational procurement of the scholars of Azad Kashmir. Statistics were gathered by specimen of 1000 scholars' i.e 640 boys and 360 girls' scholars. Measures have been taken out after three years of consecutive examination on educational procurement. The findings indicated that there was a significant relationship between parental interest for the children's education and academic achievement of their children.

Aggarwal, A. (1997) studied the comparative effect of guardian motivation on academic evolution in the terms of gender classification. The sample consisted of 100 male and female students of Pauri district. Data were collected by administering intelligence test and personal data form. The findings indicated that the parents showed more encouragement to their daughters in comparison to their sons. Guardian motivation also correlated with academic evolution of scholars

Mau, C. (1997) conducted the test on guardian consequences on the high school scholars‟ educational procurement. The researcher compared the process of involvement and their impact on achievement of students from Asian Americans, Asian Immigrants and White Americans. The samples were drawn from the national education longitudinal study-88. Data was collected by using a battery of attainment tests in maths and parental involvement using reports of the students. The results indicated that achievement among Asian students was negatively associated with parental encouragement**.**

Muller, C. (1998) conducted a study on gender differences in parental involvement and adolescents‟ mathematics achievement of 13,881 students of 8th to 12th class of Texas, United States. The correlation between guardian participation, motivation and procurement was same for male and female but decreased over instant of higher standards. The conclusions also disclose the guardian participation was consequently similar to procurement in the years of the scholar.

Yan, A, (2000) it organizes a combination of familiar connection to differentiate, three specimens with enclosed of 6459 scholars from the national academic

longitudinal 88 standard of Pennsylvania University. The groups comprised of successful Afro-American students, successful Euro- American students and unsuccessful Afro-American students. When initial parameters of social standard confined, guardian participation became consequently perceptive. Conclusions noticed that guardian motivation affect on progression of education.

Zellman, S. and Waterman, A. (2000) observed the interactions between 193 mothers and their children who were in second to fifth grade in the schools of Los Angeles. Children's achievements were measured using school grades for math. Guardian manner classified the study of video recording of familiar conversation to the topic where one as well as other are settled has been doubtful. Its conclusion shows that familiar support has not been naturally connect with educational consequences.

Okpala, P. *et al.* (2001) explored the relationship between parental involvement in terms of hours of volunteering in-school help, school spends in terms of dollars per child, spends on instructional supplies, parental social economic status and school achievement. The sample comprised of fourth grade students of schools of California. Mathematics test scores were taken as the measure of attainment. The statistics found dissimilarity between guardian participation in scholars academic procurement.

Devi, M.S. and Mayuri, D.K. (2003) In studies a support of family and institution circumstances which disturb the educational procurement of boarding school scholars learning in ninth and tenth class. Data from the sample of 120 students of Hyderabad city were collected through an interview schedule developed by the investigator to study the family factors. The outcomes of the study revealed that family factors like parental aspirations and socio economic status significantly contributed to academic achievement.

Voorhis, B. (2003) examined the effect of involving parents in interactive homework program. A spin-off the teachers involving parents in school program was developed at Johns Hopkins University in which 253 sixth and eighth grade students and parents participated. The researcher found that in comparison to students" engaged in traditional homework assignments the students who participated in teachers involving parents in program scored better on homework and on report cards. The

results reported a significant positive relationship of parental involvement with achievement of their children.

Tsang, P. (2004) to explore the educational inspiration and procurement through scholar who are foreigner and American. Facts found that with observe the procedure and institutions data across 998 university scholars. The results indicated that immigrants placed more importance on family interdependence than American born families. Family interdependence attitude and behavior found to influence academic adjustment.

Halawah, I. (2006) In study the reaction of inspiration, Parental atmosphere, as well as scholar various elements of educational procurement. In this survey participates a specimen of 388 higher secondary scholars contained 193 boys and 195 women's in Abu Dhabi sector, united arab emirates. A likert-type instrument was used to measure students level of motivation. While academic achievement was measured using students grade point average. Its conclusion are the connection into the procurement and parental atmosphere (0.15) and inspiration and parental atmosphere (0.19) has been figure out important unmoving comparatively minor.

Codjoe, H.M. (2007) measured the consequence of residential atmosphere and familiar uplifting to the educational procurement of African-Canadian teenagers. The data was gathered by conducting individual and focus group interviews from a sample of 12 students drawn from a population of black students in Edmonton in Canada. An investigator committed that familiar inspiration and concerned parental atmosphere settled favorable effect to the academic procurement of the dark scholars.

Muola, J.M. (2010) measured the connection into educational procurement inspiration and residential atmosphere between qualities of eight students. Specimen consist of 235 Kenyan students among the youth of 13 to 17 years into six urban and rural primary institutions of machakos sector. Two questionnaires, the simple profile and home environment questionnaire, were used to gather data. Test facts show the parameters of guardian motivation which is ($r = 0.03$)consequently dissimilar to educational procurement motivation.

Kazmi, S. (2011) examined the effect of male parents technique to deal with their children at family and their educational procurement in schools. The sample of the

study consisted of 300 students, 300 fathers and 20 teachers which were drawn randomly from urban and rural areas of district Mansehra of Pakistan. The firstly prototype form was used to achieve educational data and educational procurement was achieved from school records. Facts describe the evolvement of male guardian which possesses the effective consequence on educational procurement.

Alotaibi, K. *et al* (2017) Deficiency of self-motivated reading patterns in higher academic level in Saudi Arabia, recent study examined the relationship between self-motivation reading and educational procurement of Community College scholars at King Saud University. Results indicate the consequence of correlation between self motivated studies and educational procurement of scholars.

1.3 SELF EFFICACY

Bandura, A. (1977) defined Self-efficacy, as in social cognitive theory, was "the belief in one's capabilities to organize and execute courses of action required to produce given attainments". The theoretical framework of self efficacy was grounded in Bandura's social cognitive theory of personality which views people as self-organizing, proactive, self-reflecting, and self-regulating rather than as passively reacting organisms influenced by environmental factors or driven by hidden inner desires. In addition, it explained that an individual's functioning and activities are the outcome of a dynamic interaction of three important factors.

Ames, C.A. (1990) declared that the most important elements in academic achievement are a long time challenges with learning and having obligation and motivation for learning process.

Whitehead, M.J. (2003) studied that people's inner motivation such as the sense of satisfaction and personal enjoyment and self-confidence affects their learning and academic achievement.

Similarly, E. (2008) Studied the impact of self-ability consciousness and educational grade of initial English instructor on verbal scholars educational procurement and viewed the instructor's grade influence of their potential and teaching methods which may consequently influences student's academic success. However, there found no meaningful differences between the teachers' self-efficacy senses and their academic

degrees. But there is a meaningful relation between the teachers' self-efficacy and the language students' academic achievement.

Additionally, S. *et al*. (2010) studied the effect of learning skills of problem solution on self-efficacy. Their findings revealed that that the rate of students' self-efficacy who have been trained in learning solving problems skills are more than the student who haven ‘received them. Also the rate of students' self-efficacy benefits from an appropriate consistency during time.

Abbasiyan, S. *et al*. (2010),studied the relationship between self-efficacy and students motivation for development have shown that self-efficacy correlates with their development motivation in four aspects of self-leadership, self-fertility, self exciting and self-regulating.

Elmotaleb, B. and Saha,, K. (2013) observed the correlation that self ability has obstructive outstanding correlation with sexes. The tests regards to correlate between conclude education and contemplation effect of education self-ability on the atmosphere and educational rendering with scholars.

2.3 MOTIVATIONAL AND ACADEMIC PERFORMANCE

Timothy, C.T. and Chen, C. (2009) studied the stage, procurement category ,math channel examined group level, procurement group, and math-channel-type differences in scholars self-capability and motivation. The pattern of achievement group differences varied across math course type, as self-regulation and motivation processes more consistently differentiated achievement groups in advanced classes than regular math courses. Finally, task interest was shown to be the primary motivational predictor of students' use of regulatory strategies during math learning.

Shonali, S. (2010) observation on procurement of self-ability of two hundred (116 female and 84 male, mean age = 19.72 and 19.84 years respectively) scholars in Shimla. An incremental significance on scholar's educational procurement compulsion on scholars to excellent. Tests determined that self-ability to improve scholar's solution finding ability. It also minimized the tension. Ability rendering was calculated in three terms (a) problem solving ability, (b) academic achievement, and

(c) classroom tests. Results point out that although stress was a precursor of poor performance in all three testing situations, self-efficacy as a coping mechanism had the strongest influence on improving problem solving ability in comparison to academic achievement or classroom tests. Males predominantly outperformed females on anagram solution, showed greater self-efficacy and comparatively less stress.

Singh, A. (2011) studied of achievement motivation in relation to academic achievement of students. One of the most important factors that lead one to their goals is the drive. This drive was known as motivation. Determination to achieve the greater achievement with higher zeal by any cost to achieve either their life would be personal or professional. The zest may come from inner and outer motivation of every individual who determines by it. The probability to achieve higher goals with motivation keeps vary by level of maturity. Motivation is a constant need and major factor of individual. With sometimes de-motivation and desolate individuals so, It is then to find what would motivate them back into action.

Singh, A. *et al.* (2012) aimed to describe the prospective relationship between physical activity and academic performance, focusing only on longitudinal studies. Conclusion conformed that corporeal in judgment is related to educational procurement in scholars of high quality schooling and get enlighten. These future studies should also examine the dose-response relationship between the two variables as well as explanatory mechanisms for this relationship.

Mojavezi, A. and Tamiz, M. (2012) examined the influence of instructor self-ability on the scholars' motivation and procurement. Practices to fascinate the scholars by self ability and impact on individual performance have been viewed since last decades. Parameters to find out the impact of teachers on influence of teacher self-ability on scholar and procurement. For result to study two measures were included: Teacher Self-ability and Scholars' Motivation test. The conclusion of the finding revealed that instructor self-ability has a better response on scholars motivation and procurement.

Emmanuel, A.O. *et al.* (2014) explore the connection among procurement inspiration, educational character ability and educational procurement of higher

secondary scholars. The inclusion of the investigation established the scholar find out the various elevations of procurement inspiration, character ability and educational procurement. Result showed the high school scholar presented significant motivation, conceptual, intelligence performed on mathematics procurement test. The consequence found correlation between self-concept and educational procurement. Correlation between educational motivation and educational procurement showed dissimilar. Observations confirm the quality of education motivation and education self- concept to education procurement and directions to associate in education in helping students to enhance their motivation and self-concept to improve on their academic performance.

Haider, S.A. *et al.* (2015) determined relationship between Motivation and Academic performance. It affirms that motivation has positive impact on academic performance of students' except an extrinsic variable "Rejection of Alternative Options. These studies widen the knowledge and try to find out the impact of students' motivation on their academic performance. The data was collected from 120 students. From the three different departments (DMS, CS and Pharmacy) of the Islamia University of Bahawalpur. Questionnaire was divided into three parts. In the first part Authors asked the students about their personal information, in second part there were 30 items to measure student' intrinsic and extrinsic motivation and third part comprises of questions about academic performance. If on individual basis we equate the variables it is concluded that the student whom espouse variable like altruism, Self-Exploration, Social pressure, career and qualification, social enjoyment are supposed to perform better and these variable had a positive impact on students' academic performance and those students who espouse rejection of alternative options variable are supposed to perform less and this variables had a negative impact on students' academic performance. This study reveals that motivation is very important part of students study life and play a very important role in students success.

Kumari, V.R.S. and Chamundeshwari, S. (2015) studied on achievement motivation, study habits and academic achievement of students at the secondary level. The author studied and inspected the relation between educational motivations facts in regularity and educational procurement at the higher level. Survey method is

used to select a sample of 457 students at the secondary level. The results of the statistical analyses show a significant correlation between educational motivation, reading habits and performance of scholars. A difference found in the scholars of different types of schools & genders related to educational motivation and educational procurement.

Agrawal, M. and Teotia, J. (2015) By investigating the connection of academic achievement & self-concept between boys and girl in different types of schools & areas of higher secondary level schools in East Delhi and North-East Delhi within the age range of 15-16 years, from urban and rural areas were taken as a sample in the academic year of 2011-2012 participated in the research."The Academic Achievement Motivation Scale" was used as data collecting tool developed by Dr. T. R. Sharma (2005) and Swatva Bodh Parikshan (SBP) scale by Dr. (Mrs) G.P. Sherry, Dr. R.P.Verma and Dr. P.K. Goswami (1988)to measure the Self-Concept. The descriptive statistics, person's coefficient of correlation and t-test were used in the analysis of data. Statistics found to explore that socio-economic self-concept of the female was better than male scholars, results of the tests observed changeable character; emotional nature and psychological ability of urban scholars were much improved as compared to rural scholars. Based on the findings of the study, suggestions for increasing the academic achievement of the students have been developed.

Chandra, S. and Kumar, R. (2016) Recent studies shows differences in, educational motivation, self-ability, and educational-pressure and educational procurement on high school scholars. Consequence difference at 0.01 stages across gender is also shown in educational motivation but not in educational procurement. In addition analytics for partial correlation coefficient of 0.18 between educational motivation and educational procurement with self ability and educational pressure as controlled parameters. Consequent correlation at 0.05 level has been calculated is 0.04 only.

Els C. M. And Rooij, V. (2017) Educational self-capability is a vital factor of starting year, which makes it a calculated outcome of pre-university education. Scholars with high educational self-ability at the end of secondary education likely experience a better change to university. This study focused to investigate which

factors relate to Dutch secondary school scholars' self-ability in terms of being a successful university scholars, including a personality factor (i.e. need for cognition), a motivational factor (educational interest), and behavioral factors. By focusing on improving scholars' need for cognition and educational interest, secondary school instructors can contribute to the development of scholars' educational self-ability and thereby improve their chances for a successful change in university.

Salina K. B. (2017) In a study the students related personal understanding in his quality has based on the development source which faces each and every student in their life specially the lots of ability origin involved into the scholars possess well finished. In another study finds that personal understanding of students quality source has developed by his school reports i.e, they are victorious or ineffective possess in their college with exceptional importance in scholar encouragement and emotional and intuitive growth. As results are proof of the students who participates in academic motivation. It resulted that the educational inspiration has been constructed into the scholars reorganization of educational character ability.

Atoum A. Y. et al. (2018) The current study aimed at exploring the relationship between perceived self-efficacy and academic achievement among a sample of Jordanian secondary stage students through identifying the levels of perceived self-efficacy among students and identifying the effect of gender and academic achievement on self-efficacy. To achieve the study aims, the researchers applied the perceived self-efficacy scale on (356) secondary stage students and collected information on students' gender and academic achievement. The results of the study showed that the majority of students hold a moderate level of perceived self-efficacy in terms of the total score and in all domains scores of the scale. Also, the results showed a significant effect of academic achievement on perceived self-efficacy in favor of higher achievement students. In addition, the results showed no significant effect for gender or the interaction of academic achievement and gender on perceived self-efficacy. The results were discussed in terms of developmental and social aspects of the sample. Keywords: Self-efficacy; Educators; Positive social interaction; Social reinforcement; Psychological processes

Summary

A brief account of preceding studies leads to the conclusion that research in the field of Achievement motivation and self efficacy in general and in its relation to the cognitive, non-cognitive variables in particular, seems to be developing fast, touching many new areas. While this is a welcome growth, other potent areas of Achievement motivation deserve attention in view of the educational needs of individuals and society. Several researchers have reported that gender and area had influence on Achievement Motivation **(**Alotaibi, K. *et al* (2017); Mojavezi, A. and Tamiz, M. (2012); Salina K. B. (2017)), Rajpoot A.S (1984).

Researches also showed about Self Efficacy (Abbasiyan, S. *et al*. (2010), Shonali, S. (2010), Elmotaleb, B. and Saha,, K. (2013), Agrawal, M. and Teotia, J. (2015), Atoum A. Y. et al. (2018)), Schunak, D.H (1989), Zimmerman, B.J (1995).

Studies reviewed pertaining to achievement motivation, self efficacy and academic achievement have been compiled and presented here (Timothy, C.T. and Chen, C. (2009), Singh, A. (2011), Haider, S.A. *et al*. (2015), Kumari, V.R.S. and Chamundeshwari, S. (2015), Chandra, S. and Kumar, R. (2016)), Agrawal, M and Toetia, J (2015), Abbasiyan, S. et al. (2010), Ames, C.A (1990).

A critical analysis of the above mentioned studies gave rise to certain substantive inquiries which need to be highlighted and addressed to for the sake of further investigation. Most of the studies whether conducted in India or abroad support multiple results leading to phenomena where the need of further research becomes imperative. In the area of Achievement motivation and self efficacy it has come to light that research studies found contrary and mixed results.

Hence these studies formulated a strong foundation to structure the present study. This study is not a replication of the earlier studies. It differs from earlier studies in respect of essential purposes, region and conditions in which it was conducted, population and mode of exploring the relationships between variables is involved. So we can say that the studies reviewed pertaining to achievement motivation, self efficacy and performance of students are inconclusive; it necessitates further investigation in the same lines. Further, works on achievement motivation, self efficacy and its relationship with academic performance are very scarce particularly in this area.

Chapter-3

RESEARCH METHODOLOGY

CHAPTER 3

RESEARCH METHODOLOGY

Research design is the planning, structure and strategy of investigation conceived so as to obtain answers to research questions and to control variance. It enables the researcher to answer research questions in validity and objectivity, as far as possible, accurately and economically. It is an arrangement of condition for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. The choice of the appropriate approach and design in a particular research depends on the special characteristics and availability of the sample, nature of measuring instruments and the restraints on the manipulation of variable involved. In any discipline whether it is science, social science, commerce or humanities etc, methodology plays a leading role in carrying out the study systematically and objectively to be more scientific in nature. Research is a systematic effort to find a solution of the problem. It is a kind of decision making process in which the researcher has to select the appropriate model, sampling techniques, measuring instruments and data analysis methods suitable for selected problem. However, the objectivity of the scientific investigation is contingent upon the accuracy of research methodology adopted by the researcher.

Formulation of research problem is followed by research design. It is the scientific procedure within which research is conducted in a smooth and unbiased fashion. Research design is an arrangement of conditions for collecting and analysing the data in a manner that aims to combine relevance to the research purpose with economy in procedure, it is a kind of architecture prepared in advance by the researcher with minimum expenditure of time, money and other requirements.

In the light of the above facts, the method adopted for the present study can be categorized as descriptive statistical in nature. Descriptive research describes and interprets what is? It is concerned with conditions or relationship that exist, practices that prevail, beliefs, points of views or attitudes that are held, processes that are going on, effects that are being felt or trend that are developing. The process of description as employed in this research study goes beyond mere gathering and tabulation of data. It involves an element of interpretation of the meaning or significance of what is described. Thus, description is combined with comparison or

contrast involving measurement, classification, interpretation and evaluation. The present investigations on the topic **"A study of achievement motivation and self-efficacy of secondary school students in relation to their academic performance"** was carried out in selected 600 students in forty schools of the Allahabad District, Allahabad district of Uttar Pradesh State. The details of materials used, experimental methodology followed and measurement techniques adopted during the course of study are described in this chapter.

This chapter provides a description of the quantitative design used in the present study. The purpose was a Study of parental support of secondary school students in relation to their adjustment & academic achievement. In this regard the methodology has been presented in the following sections:

1. Research Method
2. Population
3. Sample
4. Used Tools
5. Data Analysis Procedures
6. Statistics used

3.1 RESEARCH METHODOLOGY

The main objective of this study was to study of achievement motivation and self efficacy of secondary school students in relation to their academic performance in Allahabad District. The present study belongs to survey method under the descriptive research. Descriptive research, also referred to as survey research (Gay & Airasian, 2000), is mainly concerned with "attitudes, opinions, preferences, demographics, practices, and procedures". According to Gay & Airasian (2000), "descriptive data are usually collected by questionnaire, interview, telephone, or observation".

3.2 POPULATION

A population refers to any collection of specified group of human beings or of non-human entities such as objects, educational institutions, time units, and geographical areas, or salaries drawn by individuals. Some statisticians call it universe. By population we mean the aggregate or totality of objects or individuals regarding which inferences are to be made in a sampling study. A population is any group of individuals that have one or more characteristics in common and are of interest to the researcher. The population is defined so that there is no ambiguity as to whether a given unit belongs to population or not. Inferences concerning a population cannot be drawn until the nature of the units that comprise it is clearly identified. If a population is not properly defined a researcher does not know what units to consider when selecting the sample.

A population containing a finite number of individuals members or units is called a finite population –for instances the population of weights of thirty boys in a class. A population with infinite number of members in known as infinite population. There are total 640 higher secondary school in Allahabad. The population of the study comprised of all the higher secondary students (class 11^{th}) studying in U.P. board of Allahabad.

The district of Allahabad is one of the most populous districts of Uttar Pradesh. It supports a population of 59, 59,798 persons. The percentage of male and female population is 52.58 and. 47.42 per cent respectively. The population among the 20 blocks of Allahabad district varies from 1, 51,080 in Kondiyaar to 3, 97,184 in Koarihar.

3.2.1 Source List of the schools

There are many sources to find out the list of the schools in Allahabad District. The research was carried out on the government and private schools located in Allahabad. So here three main sources were selected which are given below:

- Uttar Pradesh Human Resource Department
- Uttar Pradesh Board of High school and intermediate education
- Central Board of Secondary Education

3.2.2 Sample

Total of 100 (20 government and 80 private) higher secondary schools were selected to collect the sample from Allahabad District. The stratified random sampling method was used to collect the sample. Three stage stratified random sampling has been used to draw the sample of respondents from selected schools. A total of 600 respondents were selected to participate in the study. Details of the sampling plan are given in Table 3.2.

Table 3.2: Sample plan of the research

Type of school	**Gender**	**Urban**	**Rural**	**Total**
Government	Male	75	75	150
	Female	75	75	150
Private	Male	75	75	150
	Female	75	75	150
Total		300	300	600

3.3 DATA COLLECTION

For the present study sampling procedure is given below

I. Selection of district
II. Selection of Urban and Rural area schools
III. Selection of Government and Private schools
IV. Selection of students

The sample in this study consists of 600 higher secondary school students of class XI were selected. The sample was selected by random sampling technique. For this, first of all Allahabad district was selected. After that list of all higher secondary schools situated in urban and rural areas were separated. After separating list of schools in urban and rural area, 20 government and 80 private schools were randomly selected. Thus 600 higher secondary school students both male and female were selected from

these 100 schools. Sampling plan is given in table 3.2.The data was collected during the beginning of the session.

3.4 TOOLS USED

To carry out any type of research investigation, data is gathered from which the hypothesis may be tested. The meaningfulness of results of any research work depends not only on method and procedure, data analysis or result interpretations but also on the appropriateness of the tools and measures employed in the study. They should be appropriate, reliable and valid as well as suitable for the kind of sample involved in research work. In order to attain the objective of the study, tools to measure Achievement Motivation and Self Efficacy were needed. For present study following tool was used:-

- Academic Achievement Motivation Test (AAMT) by Rao, G.D. (2010).
- General Self-Efficacy Scale by Sud, S. (2008)
- Academic performance – Final Result of Class X

3.4.1 Rao Achievement Motivation Test

The Rao Achievement Motivation Test has been developed to provide a simple and objective measure of achievement motivation of Secondary School pupils. The main aim was to provide a tool for use by the classroom teacher. There are 20 incomplete sentences, each of which is followed by two possible alternatives *A* and *B*, out of which one is an achievement-related item. Though both the alternatives are achievement oriented and socially acceptable, yet one of them implies a higher sense of achievement and excellence. The student has to indicate the alternative he generally prefers. The test may be administered to a group or an individual. It is suitable for use with both sexes. There is no time limit but the group test takes about 8-10 minutes.

Development of the test

Collection of Items: In two schools, at Bhopal, Madhya Pradesh, students were asked to write two essays entitled a) "My favorite hero—and why I do like him", and (b) What I want to become in life.

In one of the sections of class XI, the students were also asked to complete the following incomplete sentences, by indicating their hopes and fear, likes and dislikes:

a) When I grow up, I want……

b) I take pride in…..

c) After ten years, I will be……

d) As a doctor, I would like to…..

e) I want to do something, which…..

f) I feel upset when…..

g) I want to study well, because.....

h) I have a tendency to…..

i) I want to become rich, by …..

j) I enjoy reading…..

Thus 42 pairs of statements were finalized for the try-out.

Try-out: The preliminary form of the -test thus selected was administered to 380 pupils of grades VIII to XI selected at random from five secondary schools of Bhopal. The directions as provided on the body of the test were given to the pupils before it was administered.

Scoring : The responses of the subjec[t]s were scored by assigning numerical values or ambary weights to the two sets of items the GAR statements depicting achievement at a lower level were assigned a score of one, where as the HAR statements depicting achievement at a higher level were assigned a score of three.

The cumulative weighted score, if high, was considered to indicate the higher achievement motive of s pupil.

Discriminative Value: The discriminating index of the item was worked through bacterial correlation between the top and bottom 27 percent of total scores. The items which shoved the decimating values of 0·25 and above were -considered. Twenty items were found to meet these criteria and were retained.

The Find From: With the application of the test of internal consistency, 22 items out of 42, were eliminated.

The twenty items retained for the final form of the test. This final form was administered to a random sample of 550 secondary school pupils of Bhopal It took 8-10 minutes for the grasp to answer the test.

Reliability

The reliability of the test was determined by the test-retest method, after an interval of one month. The coefficient reliability was found to be 0.79.

Validity

The test has been validated in two ways :

The items for the test were selected in terms of the degree to which .they differentiated between the upper and lower 27 percent of the individuals in a distribution of scores. Only those items which had a discriminating index of 0.25 and above were retained in the present form of the test.

Direction for scoring

The test may be scored as per the scoring key provided below Each item of the test is followed by two responses of which one is high achievement-related (HART and the other is general achieve-interrelated (GAR). The GAR responses get a score of one and the HAR responses get a score of three.

Item No.	GAR	HAR
1	A	B
2	A	B
3	B	A
4	B	A
5	A	B
6	A	B
7	B	A
8	B	A
9	A	B
10	B	A
11	A	B
12	B	A
13	A	B
14	B	A
15	A	B
16	A	B
17	B	A
18	A	B
19	B	A
20	B	A

Interpretation

The cumulative weighted score of all the responses as provided in the key forms the achievement motivation score of the individual. The pupils obtaining a score in the range 45-60 on the Test may be considered as 'high' in their achievement motivation, and the pupils obtaining a score in the range 33-41+4 as 'Average' and the pupils obtaining a score in the range 20-32 as 'Low' in their achievement motive.

3.4.2 The Generalized Self-Efficacy Scale:

The German scale was developed by Matthias Jerusalem and Ralf Schwarzer in 1981, first as a 20 - item and later as a reduced 10 - item version (Jerusalem & Schwarzer, 1986, 1992; Schwarzer & Jerusalem, 1989). It has been used in numerous research projects, where it has typically yielded internal consistencies between alpha .75 and .90.

Development of the Hindi - GSES

A Hindi adaptation has been done keeping in mind the fact that a literal translation was to be totally avoided especially in a country as culturally diverse as India, where the Hindi language itself has so many spoken dialects. Several translations were done by the author and then reviewed by experts proficient in both languages (Hindi as well as English). The procedure also included back translations and group discussions. All the translated versions were compiled and expert bilinguals were asked to rate them in terms of a criteria "Good", "Better", and "Best". Finally that item rated as 'Best by the majority were selected to constitute the final translated 10 item Hindi version of the Generalized Self-Efficacy Scale.

Item Analyses and Reliability

Since the generalized Self - Efficacy Scale is a 4 - point scale, the scores could range from a minimum score of 10 to a maximum score of 40. An item analysis was carried out by correlating responses to each item with the total score. The coefficient of internal consistency, estimated by Cronbach's alpha was determined to be .77 for females, .72 for males and .75 for the total sample. In Tables I, II and III the means, standard deviations, and coefficients of correlations between the items and the total scores have been depicted.

Directions for use

This is a self-administered scale which normally takes two to three minutes to complete. Respondents are required to indicate the extent to which each statement applies to them.

Scoring

Each item has a four choice response pattern ranging for 'Not at all true' which scores T to 'Exactly true' which scores '4'. The scores of each of the ten items are summed to give a total score. Thus the range of possible scores for this instrument could vary from a minimum score of 10 to a maximum score of 40.

Interpretation

The score on this scale reflects the strength of an individual's generalized self-efficacy belief. Thus the higher-the score, the greater is the individual's generalized sense of self-efficacy. Both normalized T - scores and percentile ranks can be interpreted as described by Anastasia (1976). Normalized scores indicate how far is any person's score from the mean score, which is expressed in standard deviation units on a normal distribution curve. T - scores are the standard scores with a mean of 50 and a SD of 10. On this scale, a score of 25 corresponds to an average level of self-efficacy. 30 and above high self-efficacy and similarly a score of 20 and below very low self-efficacy.

3.5 DATA ANALYSIS

The analysis of the data collected was done at the end of the data collection. The responses were classified and summarized on the basis of the information provided by the respondents. With the quantitative tools, the current version of Statistical Product and Services Solution (SPSS) data analysis program, Microsoft excel, absolute figures, tables, percentages, and statistical tools such as graphs, charts, maps, diagrams were used, whereas qualitative made use of descriptions, analysis of feedback from interview. The data collected from the students of the 100 schools of the Allahabad District has been analyzed by Cronbach's alpha (α).

Cronbach's alpha (α)

Coefficient alpha is an appropriate reliability estimator for *composite* measures containing multiple components. A component may be a test item, a judge, a Thematic Apperception Test (TAT) card, a survey question, a subtest, or a test that is being combined into a composite test battery. Multiple components may be homogeneous in the sense of measuring a single latent variable, or they may be heterogeneous in the sense of measuring two or more factors or latent variables. Because of coefficient alpha's flexibility, its use is ubiquitous in most areas of psychology as well as in many other disciplines. Coefficient alpha may be computed using variance components but is ordinarily computed by the following equation:

$$\alpha = \frac{n}{(n-1)}\left(1 - \frac{\sum_i V_i}{V_t}\right)$$

(3.1)

Where V_t is the variance of test score and V_i is the variance of the i^{th} component and the total score on the test is the sum of the *n* component scores. It is important to note that coefficient alpha can be computed on the *n* components of a measure, the *n* components grouped into split halves, or the *n* components grouped into three or more parts. In these entire applications coefficient alpha is still a lower bound to the true reliability.

Internal Consistency of the Instruments:

Internal consistency tests were conducted on both instruments. The results indicated an overall Cronbach's Alpha of 0.77 for the girls student, 0.72 for boys student and 0.75 for the total sample. The subscales of the two instruments also show good reliability achieving scores above the accepted level of 0.6 (De Vales, 1991). The details of these results are shown in Table 3.5.

Table 3.5.A: Internal consistency of the instruments for Achievement Motivation

Type of school	Gender	Urban	Rural	Number of statements	Cronbach's Alpha
Government	Male	75	75	20	0.7246
	Female	75	75	20	0.7754
	Total	150	150	40	0.7538
Private	Male	75	75	20	0.7105
	Female	75	75	20	0.7699
	Total	150	150	40	0.7445
Total	Male	150	150	20	0.7754
	Female	150	150	20	0.7538
	Total	300	300	40	0.7865

Table 3.5.B: Internal consistency of the instruments for Self efficacy

Type of school	Gender	Urban	Rural	Number of statements	Cronbach's Alpha
Government	Male	75	75	20	0.7345
	Female	75	75	20	0.7834
	Total	150	150	40	0.7646
Private	Male	75	75	20	0.7349
	Female	75	75	20	0.7868
	Total	150	150	40	0.7889
Total	Male	150	150	20	0.7978
	Female	150	150	20	0.7998
	Total	300	300	40	0.7989

3.6 Statistical Techniques Used

Keeping in view the objectives as well as design of the study. The raw scores obtained directly after scoring the test booklets constituted simply a long list of numbers without any order. Therefore, in order to make meaningful interpretation and draw conclusions raw scores were reorganized, subjected to appropriate statistical analysis and summarized. In order to find out the significance of difference t-test and Correlation was used. This was achieved using SPSS version 17.0 statistical package.

t-test- Independent samples t-test as parametric method was utilized to test differences between two group samples. The ratio of difference between means of two groups was calculated and paired sample t-test applied in case of identical samples. In order to find out the significance of difference t-test was used. The formula for t-test is

$$t = \frac{(M1-M2)}{\sigma D}$$

Correlation-Correlation is a statistical technique that can show whether and how strongly pairs of variables are related. The correlation is one of the most common and most useful statistics. A correlation is a single number that describes the degree of relationship between two variables. Product movement correlation was used to find relationship between the variables.

$$r = \frac{n(\Sigma xy) - (\Sigma x)(\Sigma y)}{\sqrt{[\, n\Sigma x^2 - (\Sigma x)^2 \,][\, n\Sigma y^2 - (\Sigma y)^2 \,]}}$$

Chapter-4

RESULTS AND DISCUSSION

CHAPTER - IV

RESULTS & DISCUSSION

The research was conducted for "**A Study of Achievement Motivation and Self Efficacy of Secondary School Students in Relation to their Academic Performance"** The research data were collected from 40 different schools of Allahabad city by collecting data from the students of the schools by questionnaire. For this purpose, an achievement motivation instrument and self efficacy instruments was used. The achievement motivation questionnaire contained 20 statements based on study facets adapted from the motivation achievement survey (MAS) for students and 10 statement based on self efficacy.

The main objectives of this study are:-

5. To study the difference between achievement motivation of higher secondary school students on the basis of locale, gender and type of school.
6. To study the difference between self efficacy of higher secondary school students on the basis of locale, gender and type of school.
7. To study the significant relationship between achievement motivation and academic performance of higher secondary school students on the basis of locale, gender and type of school.
8. To study the significant relationship between self efficacy and academic performance of higher secondary school students on the basis of locale, gender and type of school.

The data obtained from the analysis during the course of investigation is being presented in this chapter and discussed in detail, in the following sequence:

1. Achievement motivation of private and Government school student of rural and urban area.
2. Self efficacy of private and government school students of rural and urban area.
3. Relationship between achievement motivation and academic performance of secondary school students.
4. Relationship between self efficacy and academic performance of secondary school students.

4.1 ACHIEVEMENT MOTIVATION OF HIGHER SECONDARY SCHOOL STUDENT ON THE BASIS OF LOCALE, GENDER AND TYPE OF SCHOOL.

Objective 4.1: To study the difference in achievement motivation of Higher Secondary School Students on the basis of locale, gender and type of school.

The first main objective of the study was to analyze difference in achievement motivation of Higher Secondary School Students on the basis of locale, gender and type of school. In order to find out whether there exist any significant difference on the achievement motivation of the students studied in higher secondary school of Allahabad district with respect to locale, gender and type of school, descriptive analysis (Mean & standard Deviation) was done. After that further analysis has done for statistics t-test to compare their significant difference.

Sub Objective 4.1.1: To study the difference in achievement motivation of Higher Secondary School Students of Rural and Urban area

Null Hypothesis: There is no difference in achievement motivation of Higher Secondary School Students of Rural and Urban area

The first sub objective of the main objective was to study the achievement motivation of higher secondary school students with respect to urban and rural area. In order to find out whether there exists any significant difference in the achievement motivation of the students studying in higher secondary school with respect to locality, t-test are computed and analysis of the results was shown in the Table 4.1.1 and Figure 4.1.1.

Table 4.1.1: Showing Comparison of Achievement motivation of Higher Secondary School Students of Rural and Urban area

Sr. No.	Dimension	Number	Mean	S.D.	t- value
1.	Urban	300	38.2	8.4	3.72*
2.	Rural	300	34.9	6.7	

***Significant at 0.05 level

From the observation of the Table 4.1.1, it found that the mean and standard deviation of achievement motivation of higher secondary school students of rural and urban area is 34.9 & 6.7 and 38.2 & 8.4 respectively and the calculated t-value is 3.72 which is greater than the table value (df 598) for significant at 0.05 levels. This indicates that there is significant difference in achievement motivation of higher secondary school students of rural and urban area. Thus the null hypothesis stating that "There is no significant difference in achievement motivation of Higher Secondary School Students of Rural and Urban area" is rejected. Graphical representation of the same is given in the figure 4.1.1.

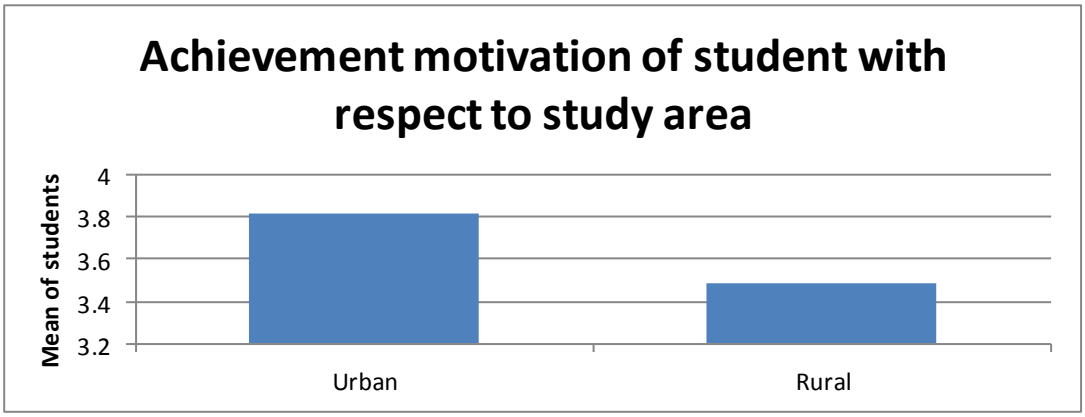

Figure 4.1.1: **Mean Score of achievement motivation with respect to locality of higher secondary school students**

The direction of difference in achievement motivation was in favor of urban area students. This indicated that the achievement motivation of urban area students were more than rural area of higher secondary school of students of Allahabad district. This may be due to proper school size and class size and proper infrastructure facilities. The reason behind this result may be rural area has less infrastructure and educational facilities. They are less motivational and awareness about importance of education. The findings of the authors, **Emmanuel et al. (2014), Kumari and Chamundeshwari (2015) and Agrawal and Teotia (2015)** on the achievement motivation score of students on the basis of area were agreed about above findings. A recent review of studies made the relationship of school size to various aspects of schooling (Cotton, 1996): Academic achievement in small schools is at least equal, and often superior, to that of large schools. The effects of small schools on the achievement of ethnic minority students and students of low socioeconomic status are the most positive of all.

- Student attitudes toward school in general and toward particular school subjects are more positive in small schools.
- Student social behavior, as measured by truancy, discipline problems, violence, theft, substance abuse, and gang participation, is more positive in small schools.
- Levels of extracurricular participation are much higher and more varied in small schools than large ones.
- Student attendance is better in small schools than in large ones, especially with minority or low SES students.
- A smaller percentage of students drop out of small schools than large ones.
- Students have a greater sense of belonging in small schools than in large ones. Interpersonal relations between and among students, teachers, and administrators are more positive in small schools than in large ones.
- Student academic and general self-regard is higher in small schools than in large schools.
- Students from small and large high schools perform comparably on college-related variables, such as grades, admissions, and graduation rates.
- Despite the common belief that larger schools have higher quality curricula than small schools, no reliable relationship exists between school size and curriculum quality.
- Larger schools are not necessarily less expensive to operate than small schools.

Small high schools cost more money only if one tries to maintain the big-school infrastructure (e.g., a large bureaucracy). The reason behind this result may be rural area has less infrastructural and educational facility. They are less motivation and awareness about importance of education.

Sub Objective 4.1.2: To study the difference in achievement motivation of government and private students of higher secondary schools.

Null Hypothesis: There is no significant difference in achievement motivation of government and private students of higher secondary schools.

The second sub objective of the main objective was to study the achievement motivation of government and private students of higher secondary schools. In order to find out whether there exists any significant difference in the achievement motivation of the students studying in government and private school, t-test are computed and analysis of the results was shown in the Table 4.1.2 and Figure 4.1.2.

Table 4.1.2: Showing Comparison of Achievement Motivation of government and private students of higher secondary school.

Sr. No.	Dimension	Number	Mean	Std. Devi.	t- value
1	**Government**	300	32.4	6.2	4.11*
2	**Private**	300	35.0	8.1	

***Significant at 0.05 level

From the observation of the Table 4.1.2, it found that the mean and standard deviation of achievement motivation of government and private school students studying higher secondary school of Allahabad district is 32.4 & 6.2 and 35.0 & 8.1 respectively and the calculated t-value is 4.11 which is greater than the table value (df 598) significant at 0.05 levels. This indicates that there was existence of significant difference in achievement motivation of government and private school students studying in higher secondary school of Allahabad district. Thus the null hypothesis stating that "There is no significant difference in achievement motivation of government and private students of higher secondary schools" is rejected. Graphical representation of the same is given in the figure 4.1.2.

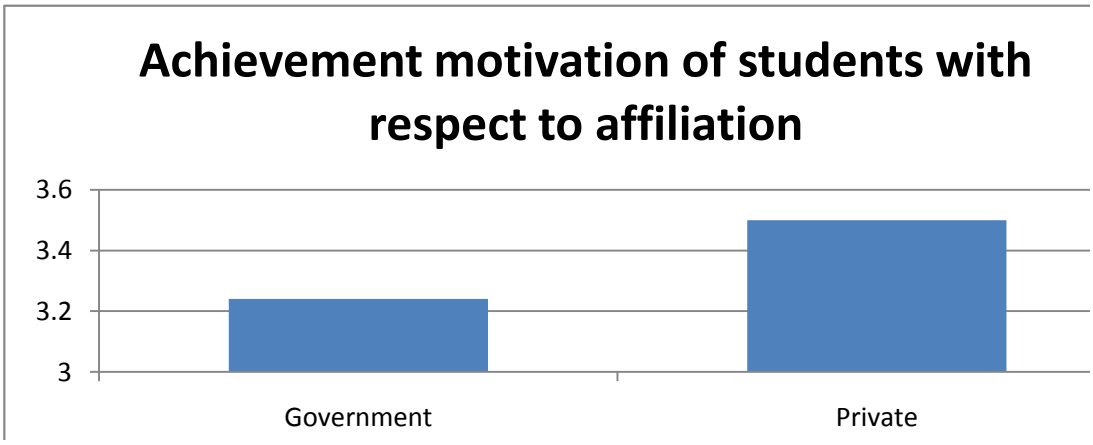

Figure 4.1.2: Mean Score of achievement motivation with respect to type of school of higher secondary school students

The direction of difference in achievement motivation was in favor of private school students. This indicated that the achievement motivation of private school students were more than government school higher secondary school of students of Allahabad district. This may be due to proper school size and class size and proper infrastructure facilities. The probable reason behind this result may be government school has less infrastructure and educational facilities. They are less motivational and awareness about importance of education. The findings of the authors, **Emmanuel et al. (2014), Kumari and Chamundeshwari (2015) and Agrawal and Teotia (2015)** on the achievement motivation score of students on the basis of affiliations were agreed about above findings.

Sub Objective 4.1.3 To study the difference in achievement motivation of male and female students of higher secondary schools.

Null Hypothesis: There is no significant difference in achievement motivation of male and female students of higher secondary schools.

The third sub objective of the main objective was to study the achievement motivation of male and female students of higher secondary schools. In order to find out whether there exists any significant difference in the achievement motivation of male and female students studying in higher secondary school, t-test are computed and analysis of the results was shown in the Table 4.1.3 and Figure 4.1.3.

Table 4.1.3: Showing Comparison of Achievement Motivation of male and female students of higher secondary school.

Sr. No.	Dimension	Number	Mean	Std. Devi.	t- value
1	**Male**	300	33.4	07.4	1.978
2	**Female**	300	33.8	7.6	

*****Significant at 0.05 level

From the observation of the Table 4.1.3, it found that the mean and standard deviation of achievement motivation of male and female students studying higher secondary school of Allahabad district is 33.4 & 7.4 and 33.8 & 7.6 respectively and the calculated t-value is 1.978 which was less than the table value (df 598) significant at 0.05 levels. This indicates that there is significant difference in achievement motivation of male and female students studying in higher secondary school of

Allahabad district. Thus the null hypothesis stating that "There is no significant difference in achievement motivation of male and female students of higher secondary schools" is rejected. Graphical representation of the same is given in the figure 4.1.3.

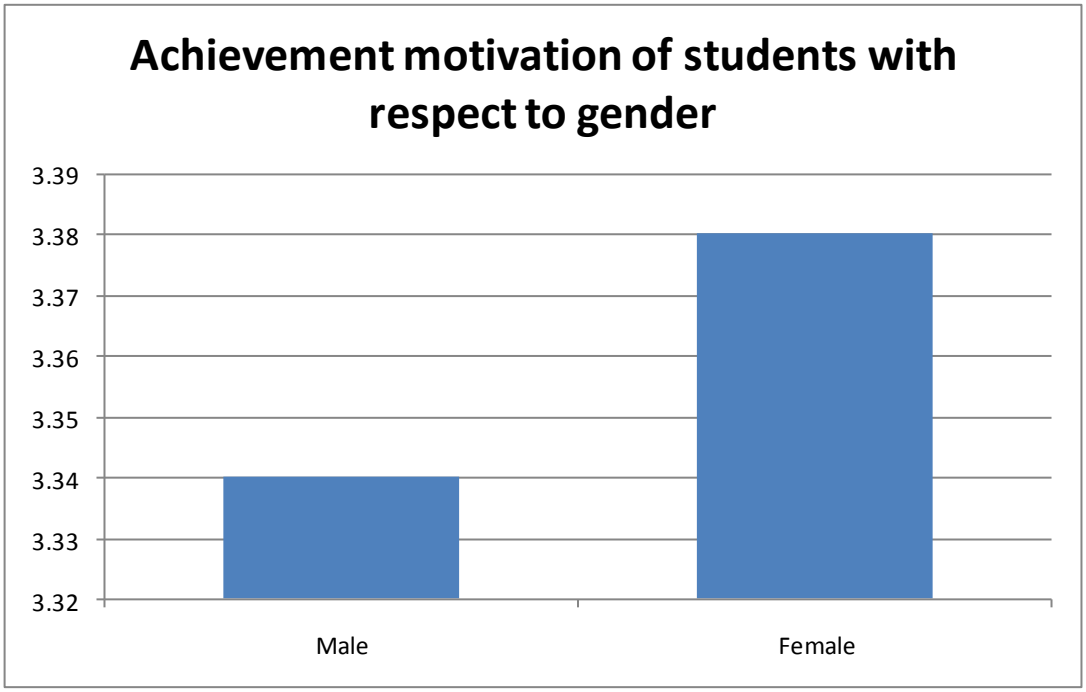

Figure 4.1.3: Achievement motivation of students studying in higher secondary schools with respect to gender

The direction of difference in achievement motivation was in favor of female students. This indicated that the achievement motivation of female students were more than male students of higher secondary school of students of Allahabad district. This may be due to less strength of the female candidate because few female students are allowed to participate in the study system and those are allowed are highly motivated towards study.

This indicates that there exists is no significant difference in achievement of students studying in higher secondary schools of Allahabad with respect to gender. Similar results were concluded by **Barry P. Shildneck IV (2009), Emmanuel et al. (2014), Kumari and Chamundeshwari (2015) and Agrawal and Teotia (2015)** concluded the stories of male and female students who were identified as being high-achieving in secondary school mathematics. These young women, by reflecting upon their secondary school experiences, and by reflecting upon their experiences within

the context of the existing research literature, not only identified the aspects of their lives. They felt had the greatest impact upon their opportunities but also examined their personal dentitions of success and the impacts their gender had on their (socially defined) achievements within secondary school.

This indicates that achievement of boys and girls of secondary schools of Allahabad are similar. Contrary results on Achievement and the experiences of women in secondary school mathematics have been well documented in the research literature (e.g., **Benbow & Stanley, 1980, 1983; Tartre & Fennema, 1995; Sherman, 1982; Ryckman & Peckham, 1987; Keller & Dauenheimer, 2003).** With respect to achievement, the research literature primarily focuses on how women are deficient to men **(e.g., Benbow & Stanley, 1980, 1983)** and the roles affective attributes **(e.g., Sherman, 1982; Fennema, Petersen, Carpenter & Lubinski, 1990) and stereotype threat (e.g., Quinn & Spencer, 2001; Steele & Aronson, 1995**) have played in Women's decencies.

Sub Objective 4.1.4 To study the difference in Achievement motivation of government and private school students of urban area.

Null Hypothesis: There is no significant difference in Achievement motivation of government and private school students of urban area.

The fourth sub objective of the main objective was to study the achievement motivation of higher secondary school students with respect to students of government and private school of urban area. In order to find out whether there exists any significant difference in the achievement motivation of the students studying in higher secondary school with respect to affiliation, t-test are computed and analysis of the results was shown in the Table 4.1.4 and Figure 4.1.4.

Table 4.1.4: Achievement motivation score of students of government and private school of urban area

Sr. No.	Dimension	Number	Mean	Std. Devi.	t- value
1	**Government**	150	34.6	6.6	2.56*
2	**Private**	150	35.8	7.8	

***Significant at 0.05 level

From the observation of the Table 4.1.4, it found that the mean and standard deviation of achievement motivation of urban area students studying in government and private schools of Allahabad district is 34.6 & 6.6 and 35.8 & 7.8 respectively and the calculated t-value is 2.56 which is less than the table value (df 298) significant at 0.05 levels. Thus the null hypothesis stating "that there is no difference in Achievement motivation of government and private school students of urban area" is rejected Graphical representation of the same is given in the figure 4.1.4. This indicates that there was existence of significant difference in achievement motivation of urban area students studying in government and private schools of Allahabad district.

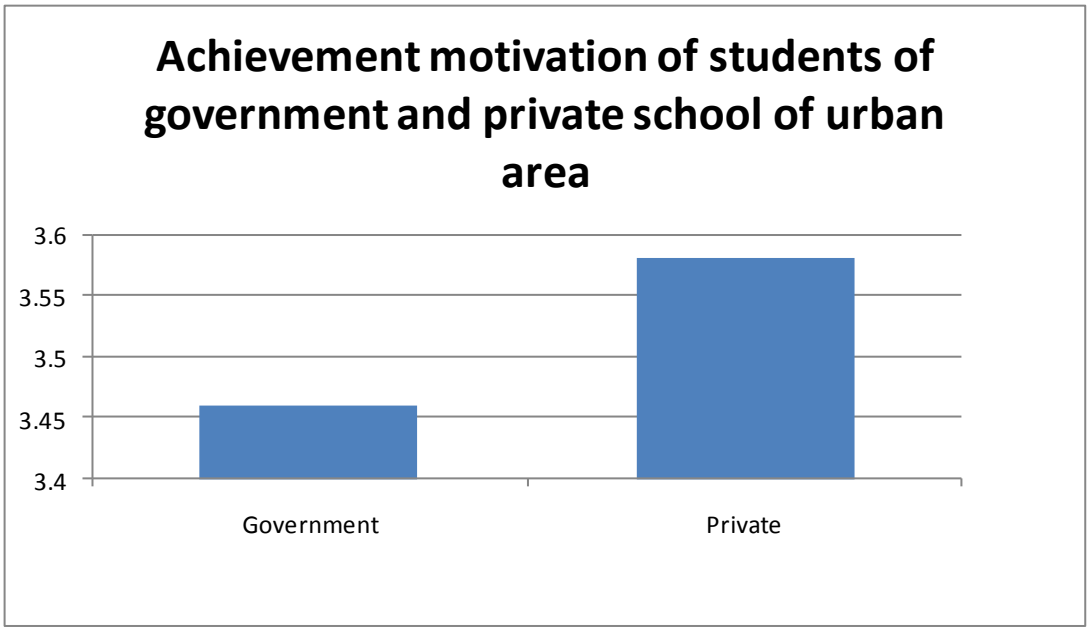

Figure 4.1.4: Achievement motivation of students of government and private school of urban area

The direction of difference in achievement motivation was in favor of private school students. This indicated that the achievement motivation of private school students of urban area were more than government school of urban area of students of Allahabad district. This may be due to proper school size and class size and proper infrastructure facilities. The reason behind this result may be government school has less infrastructure and educational facilities. They are less motivational and awareness about importance of education. Similar results were concluded by

Barry P. Shildneck IV (2009), Emmanuel et al. (2014), Kumari and Chamundeshwari (2015) and Agrawal and Teotia (2015).

Sub Objective 4.1.5 To find out the Achievement motivation of student of government and private school students of rural area.

Null Hypothesis: There is no significant difference in Achievement motivation of student of government and private school students of rural area.

The fifth sub objective of the main objective was to study the achievement motivation of the students of government and private school of rural area of Allahabad district. In order to find out whether there exists any significant difference in the achievement motivation of the students studying in government and private school, t-test are computed and analysis of the results was shown in the Table 4.1.5 and Figure 4.1.5.

Table 4.1.5: Achievement motivation score of student of government and private school of rural area

Sr. No.	Dimension	Number	Mean	Std. Devi.	t- value
1	**Government**	150	32.6	6.1	2.89*
2	**Private**	150	34.4	7.2	

***Significant at 0.05 level

From the observation of the Table 4.1.5, it found that the mean and standard deviation of achievement motivation of rural area students studying in government and private schools of Allahabad district is 32.6 & 6.1 and 34.4 & 7.2 respectively and the calculated t-value is 2.89 which is greater than the table value (df 298) significant at 0.05 levels. This indicates that there was existence of significant difference in achievement motivation of rural area students studying in government and private schools of Allahabad district. Thus the null hypothesis stating "There is no difference in Achievement motivation of student of government and private school students of rural area" is rejected Graphical representation of the same is given in the figure 4.1.5.

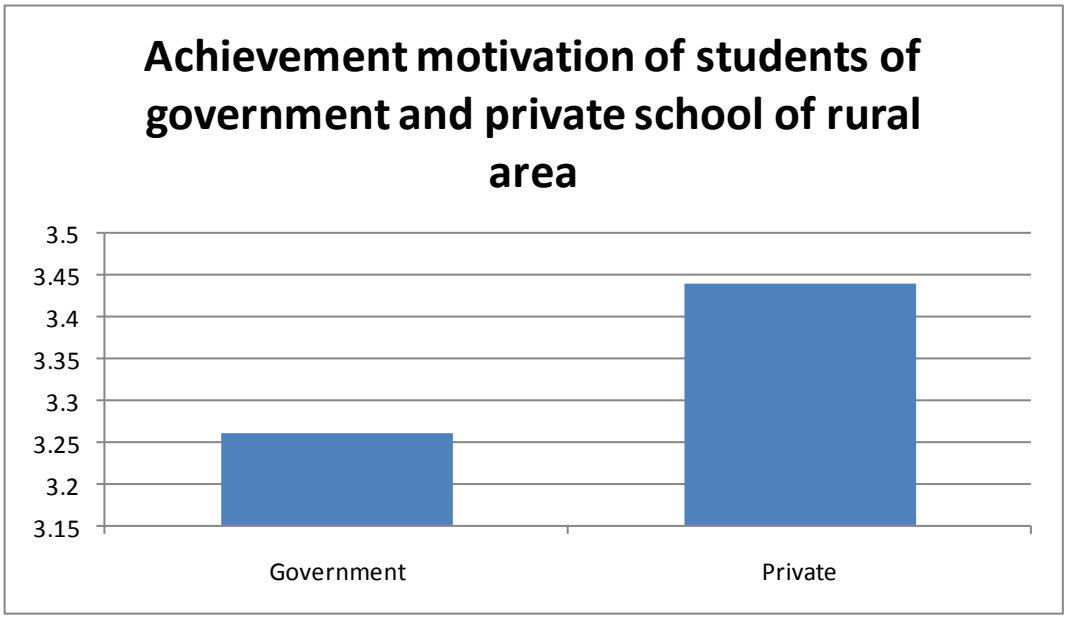

Figure 4.1.5: Achievement motivation of students of government and private school of rural area

The direction of difference in achievement motivation was in favor of private school students. This indicated that the achievement motivation of private school students of rural area were more than government school of rural area of students of Allahabad district. This may be due to proper school size and class size and proper infrastructure facilities. The reason behind this result may be government school has less infrastructure and educational facilities. They are less motivational and awareness about importance of education. Similar results were concluded by **(Benbow & Stanley, 1980, 1983; Tartre & Fennema, 1995; Sherman, 1982; Ryckman & Peckham, 1987; Keller & Dauenheimer, 2003).**

Sub Objective 4.1.6 To find out the Achievement motivation of male and female school students of urban area

Null Hypothesis: There is no significant difference in Achievement motivation of male and female school students of urban area.

The sixth sub objective of the main objective was to study the achievement motivation of male and female students studying in urban area schools of Allahabad. In order to find out whether there exists any significant difference in the achievement

motivation of the students studying in government and private school, t-test are computed and analysis of the results was shown in the Table 4.1.6 and Figure 4.1.6.

Table 4.1.6: Achievement motivation score of male and female of urban area schools

Sr. No.	Dimension	Number	Mean	Std. Devi.	t- value
1	**Male**	150	32.2	6.4	1.754
2	**Female**	150	33.1	7.3	

*Significant at 0.05 level

From the observation of the Table 4.1.6, it found that the mean and standard deviation of achievement motivation of male and female students studying urban area school of Allahabad district is 32.2 & 6.4 and 33.1 & 7.3 respectively and the calculated t-value is 1.754 which is less than the table value (df 298) significant at 0.05 levels. This indicates that there was existence of non-significant difference in achievement motivation of male and female students studying urban area school of Allahabad district. Thus the null hypothesis stating "There is no significant difference in Achievement motivation of student of government and private school students of rural area" is accepted. Graphical representation of the same is given in the figure 4.1.6. **Emmanuel *et al.* (2014), Kumari and Chamundeshwari (2015) and Agrawal and Teotia (2015).**

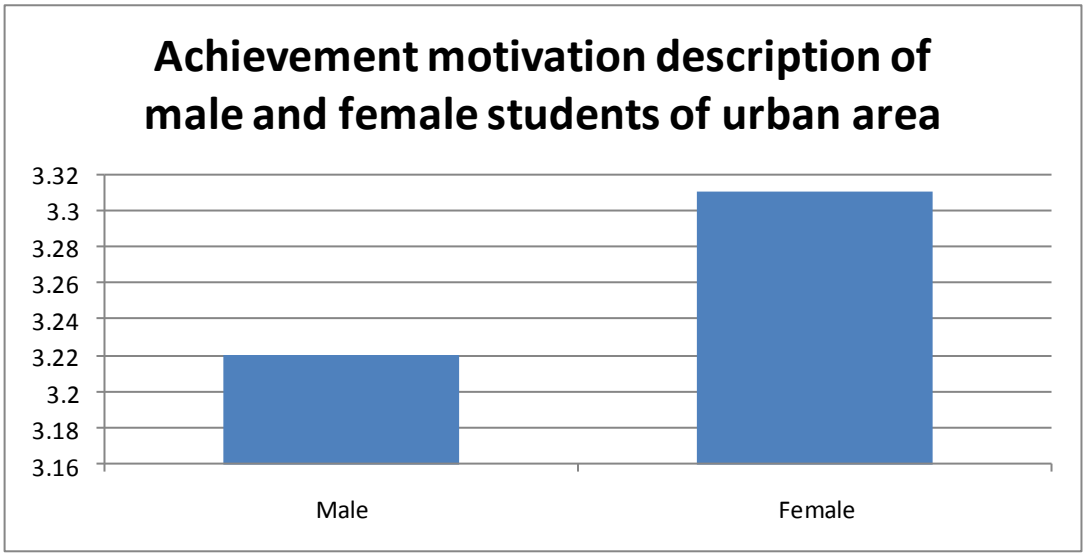

Figure 4.1.6: Achievement motivation description of male and female students of urban area.

The direction of difference in achievement motivation was in favor of female student of urban area students. This indicated that the achievement motivation of female students were more than male students of urban area school of students of Allahabad district. This may be due to competitive nature of the females.

Sub objective 4.1.7 To find out the Achievement motivation of male and female school students of rural area

Null Hypothesis: There is no significant difference in Achievement motivation of male and female school students of rural area

The seventh sub objective of the main objective was to study the achievement motivation of male and female students of rural area. In order to find out whether there exists any significant difference in the achievement motivation of the students studying in government and private school, t-test are computed and analysis of the results was shown in the Table 4.1.7 and Figure 4.1.7

Table 4.1.7: Achievement motivation score of male and female of rural area

Sr. No.	Dimension	Number	Mean	Std. Devi.	t- value
1	**Male**	150	32.0	6.4	1.762
2	**Female**	150	33.0	7.4	

*****Significant at 0.05 level

After the observation of the Table 4.1.7, it found that the mean and standard deviation of achievement motivation of male and female students studying rural area school of Allahabad district is 32.0 & 6.4 and 33.0 & 7.4 respectively and the calculated t-value is 1.762 which was less than the table value (df 298) for significant at 0.05 levels. Thus the null hypothesis stating "There is no significant difference in Achievement motivation of male and female school students of rural area" is accepted. Graphical representation of the same is given in the figure 4.1.7. This indicates that there was existence of non-significant difference in achievement motivation of male and female students studying rural area school of Allahabad district.

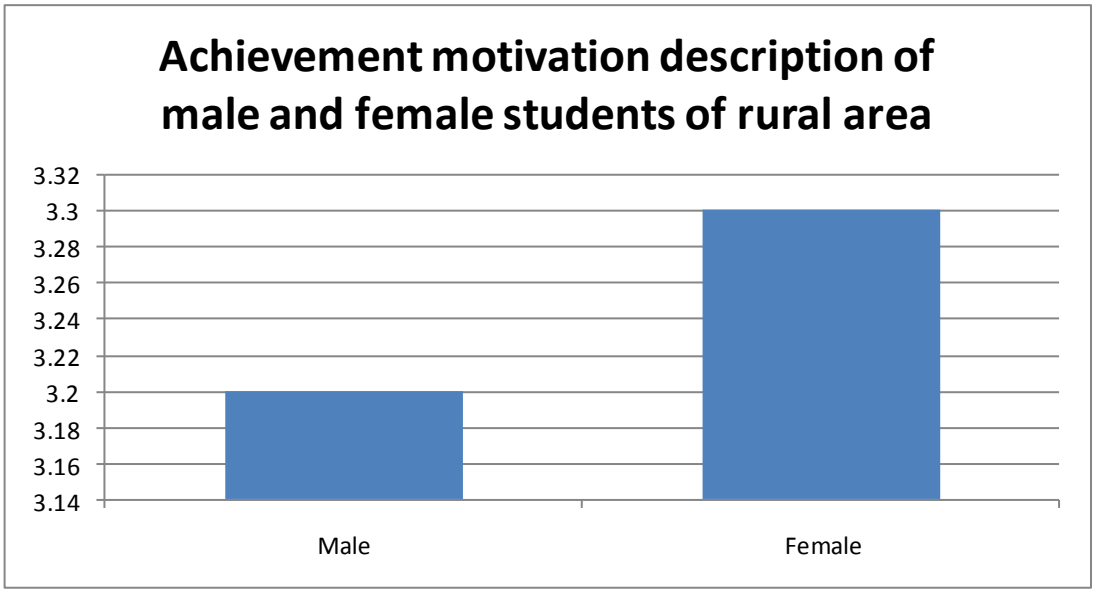

Figure 4.1.7: Achievement motivation description of male and female students of rural area

The direction of difference in achievement motivation was in favor of female student of rural area students. This indicated that the achievement motivation of female students were more than male students of rural area school of students of Allahabad district. This may be due to competitive nature of the females.

The similar finding were concluded by **Kumari and Chamundeshwari (2015)** on the achievement motivation the basis of area were agreed about above finding.

Sub Objectives 4.1.8: To study the Achievement motivation of male and female students of government schools.

Null Hypothesis: There is no significant difference in Achievement motivation of male and female students of government schools.

The eighth sub objective of the main objective was to study the achievement motivation of male and female students studying in government schools of Allahabad. In order to find out whether there exists any significant difference in the achievement motivation of the students studying in government and private school, t-test are computed and analysis of the results was shown in the Table 4.1.8 and Figure 4.1.8.

Table 4.1.8: Achievement motivation score of male and female of government school

Sr. No.	Dimension	Number	Mean	Std. Devi.	t- value
1	**Male**	150	34.5	8.1	1.925*
2	**Female**	150	32.8	7.1	

***Significant at 0.05 level**

From the observation of the Table 4.1.8, it found that the mean and standard deviation of achievement motivation of male and female students studying in government school of Allahabad district is 34.5 & 8.1 and 32.8 & 7.1 respectively and the calculated t-value is 1.925 which is greater than the table value (df 298) significant at 0.05 levels. Thus the null hypothesis stating "There is no significant difference in Achievement motivation of male and female students of government schools." is rejected. Graphical representation of the same is given in the figure 4.1.8. This indicates that there was existence of significant difference in achievement motivation of male and female students studying in government school of Allahabad district.

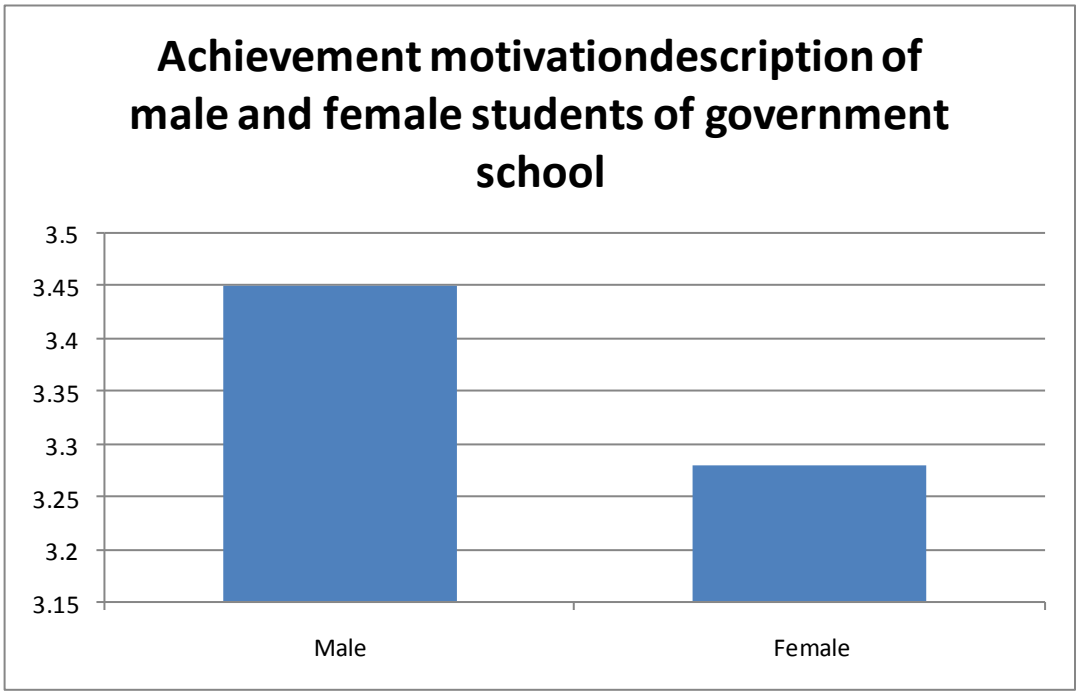

Figure 4.1.8: Achievement motivation description of male and female students of government school

The direction of difference in achievement motivation was in favor of male student of government school students. This indicated that the achievement motivation of male students were more than female students of government school of students of Allahabad district. This may be due to low quality of infrastructure and security of the government school. Similar finding were concluded by **Keller & Dauenheimer (2003), Emmanuel et al. (2014), Kumari and Chamundeshwari (2015) and Agrawal and Teotia (2015).**

Sub Objective 4.1.9 To study the Achievement motivation of male and female students of private schools.

Null Hypothesis: There is no significant difference in Achievement motivation of male and female students of private schools.

The ninth sub objective of the main objective was to study the achievement motivation of male and female students studying in private schools of Allahabad. In order to find out whether there exists any significant difference in the achievement motivation of the students studying in government and private school, t-test are computed and analysis of the results was shown in the Table 4.1.9 and Figure 4.1.9.

Table 4.1.9: Achievement motivations core of male and female of private school

Sr. No.	Dimension	Number	Mean	Std. Devi.	t- value
1	**Male**	150	34.1	7.8	1.974*
2	**Female**	150	34.6	8.1	

***Significant at 0.05 level

From the observation of the Table 4.1.9, it found that the mean and standard deviation of achievement motivation of male and female students studying in private school of Allahabad district is 34.1 & 7.8 and 34.6 & 8.1 respectively and the calculated t-value is 1.974 which is greater than the table value (df 598) significant at 0.05 levels. Thus the null hypothesis stating "There is no significant difference in Achievement motivation of male and female students of private schools" is rejected. Graphical representation of the same is given in the figure 4.1.9. This indicates that there was existence of significant difference in achievement motivation of male and female students studying in private school of Allahabad district.

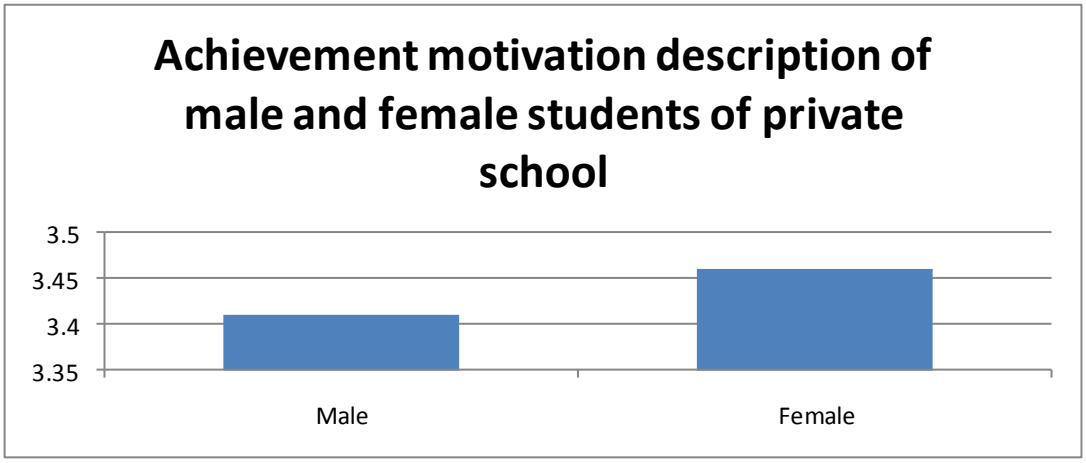

Figure 4.1.9: Achievement motivation description of male and female students of private school

The direction of difference in achievement motivation was in favor of female student of private school students. This indicated that the achievement motivation of female students were more than male students of private school of students of Allahabad district. This may be due to good quality of infrastructure and security of the private school. Similar finding were found and supported by the finding of the author **Barry P. Shildneck N., (2009)**

4.2 THE SELF EFFICACY OF HIGHER SECONDARY SCHOOL STUDENTS ON THE BASIS OF LOCALE, GENDER AND TYPE OF SCHOOL.

The second main objective of the study was to analysis of the effect of the type of school that is government and private on the self efficacy of the students of rural and urban area in the Allahabad district in terms of girl and boy students. In order to find out whether here exist any significant difference on the self efficacy of the students studied in higher secondary school of Allahabad district with respect to gender, study area, types of school's descriptive analysis of frequency count and percentage. After that further analysis has done for statistics t-test to compare their significant difference.

Sub Objective 4.2.1: To study the difference in self efficacy of Higher Secondary School Students of Rural and Urban area

Null Hypothesis: There is no significant difference in self efficacy of Higher Secondary School Students of Rural and Urban area

The first sub objective of the main objective was to study the self efficacy of higher secondary school students with respect to urban and rural area. In order to find out whether there exists any significant difference in the self efficacy of the students studying in higher secondary school with respect to locality, t-test are computed and analysis of the results was shown in the Table 4.2.1 and Figure 4.2.1.

Table 4.2.1: Showing Comparison of self efficacy of Higher Secondary School Students of Rural and Urban area

Sr. No.	Dimension	Number	Mean	Std. Devi.	t- value
1	Urban	300	38.2	8.4	3.72*
2	Rural	300	34.9	6.7	

***** Significant at 0.05 level

From the observation of the Table 4.2.1, it found that the mean and standard deviation of self efficacy of higher secondary school students of rural and urban area is 38.2 & 8.4 and 34.9 & 6.7 respectively and the calculated t-value is 3.72 which is

greater than the table value (df 598) significant at 0.05 levels. This indicates that there is significant difference in self efficacy of higher secondary school students of rural and urban area. Thus the null hypothesis stating that "There is no significant difference in self efficacy of Higher Secondary School Students of Rural and Urban area" is rejected. Graphical representation of the same is given in the figure 4.2.1. This may be due to proper school size and class size and proper infrastructure facilities.

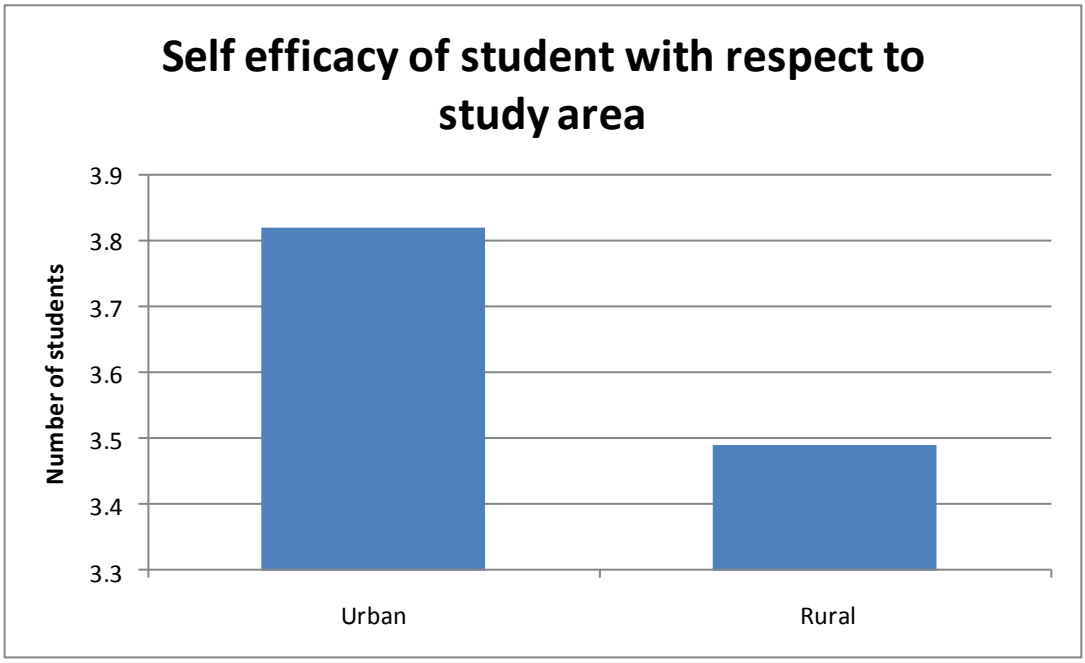

Figure 4.2.1: Mean Score of self efficacy with respect to locality of higher secondary school students

This indicates that there is significant difference in self efficacy of higher secondary school students of rural and urban area. The reason behind this result may be rural area has less infrastructure and educational facilities. They are less motivational and awareness about importance of education. Similar findings were found and supported by **Bandura (1977), Whitehead (2003), Seif*et al*. (2008), Abolghasemi*et al*. (2012), Elmotaleb and Saha (2013).**

Sub Objective 4.2.2: To study the difference in self efficacy of government and private students of higher secondary schools.

Null Hypothesis: There is no significant difference in self efficacy of government and private students of higher secondary schools.

The second sub objective of the main objective was to study the self efficacy of government and private students of higher secondary schools. In order to find out whether there exists any significant difference in the self efficacy of the students studying in government and private school, t-test are computed and analysis of the results was shown in the Table 4.2.2 and Figure 4.2.2.

Table 4.2.2: Showing Comparison of self efficacy of government and private students of higher secondary school.

Sr. No.	Dimension	Number	Mean	Std. Devi.	t- value
1	**Government**	300	32.4	6.2	4.11*
2	**Private**	300	35.0	8.1	

***Significant at 0.05 level

From the observation of the Table 4.2.2, it found that the mean and standard deviation of self efficacy of government and private school students studying higher secondary school of Allahabad district is 32.4 & 6.2 and 35.0 & 8.1 respectively and the calculated t-value is 4.11 which is greater than the table value (df 598) significant at 0.05 levels. This indicates that there was existence of significant difference in self efficacy of government and private school students studying in higher secondary school of Allahabad district. Thus the null hypothesis stating that "There is no significant difference in self efficacy of government and private students of higher secondary schools" is rejected. Graphical representation of the same is given in the figure 4.2.2.

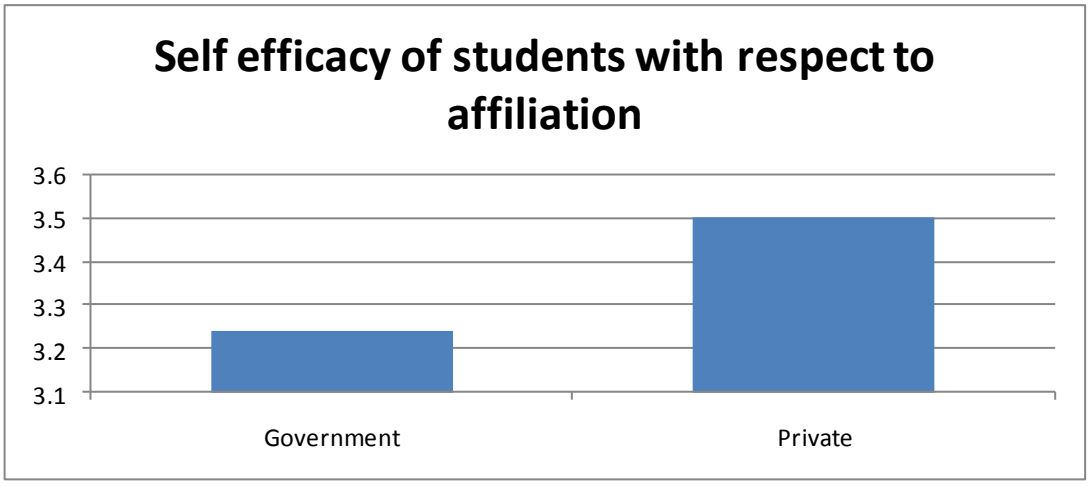

Figure 4.2.2 Mean Score of self efficacy with respect to type of school of higher secondary school students

The direction of difference in self efficacy was in favor of private school students. This indicated that the self efficacy of private school students were more than government school higher secondary school of students of Allahabad district. This may be due to proper school size and class size and proper infrastructure facilities. The reason behind this result may be government school has less infrastructure and educational facilities. They are less motivational and awareness about importance of education. The findings of the authors, **Emmanuel et al. (2014), Kumari and Chamundeshwari (2015) and Agrawal and Teotia (2015)** on the achievement motivation score of students on the basis of affiliations were agreed about above findings.

Sub Objective 4.2.3 To study the difference in self efficacy of male and female students of higher secondary schools.

Null Hypothesis: There is no significant difference in self efficacy of male and female students of higher secondary schools.

The third sub objective of the main objective was to study the self efficacy of male and female students of higher secondary schools. In order to find out whether there exists any significant difference in the self efficacy of male and female students studying in higher secondary school, t-test are computed and analysis of the results was shown in the Table 4.2.3 and Figure 4.2.3.

Table 4.2.3: Showing Comparison of self efficacy of male and female students of higher secondary school.

Sr. No.	Dimension	Number	Mean	Std. Devi.	t- value
1	**Male**	300	33.4	7.4	1.978*
2	**Female**	300	33.8	7.6	

***Significant at 0.05 level

From the observation of the Table 4.2.3, it found that the mean and standard deviation of self efficacy of male and female students studying higher secondary school of Allahabad district is 33.4 & 7.4 and 33.8 & 7.6 respectively and the calculated t-value is 1.978 which is greater than the table value (df 598) significant at 0.05 levels. This indicates that there was existence of significant difference in self efficacy of male and female students studying in higher secondary school of Allahabad district. Thus the null hypothesis stating that "There is no significant difference in self efficacy of male and female students of higher secondary schools" is rejected. Graphical representation of the same is given in the figure 4.2.3. This may be due to less strength of the female candidate because few female students are allowed to participate in the study system and those are allowed are highly motivated towards study.

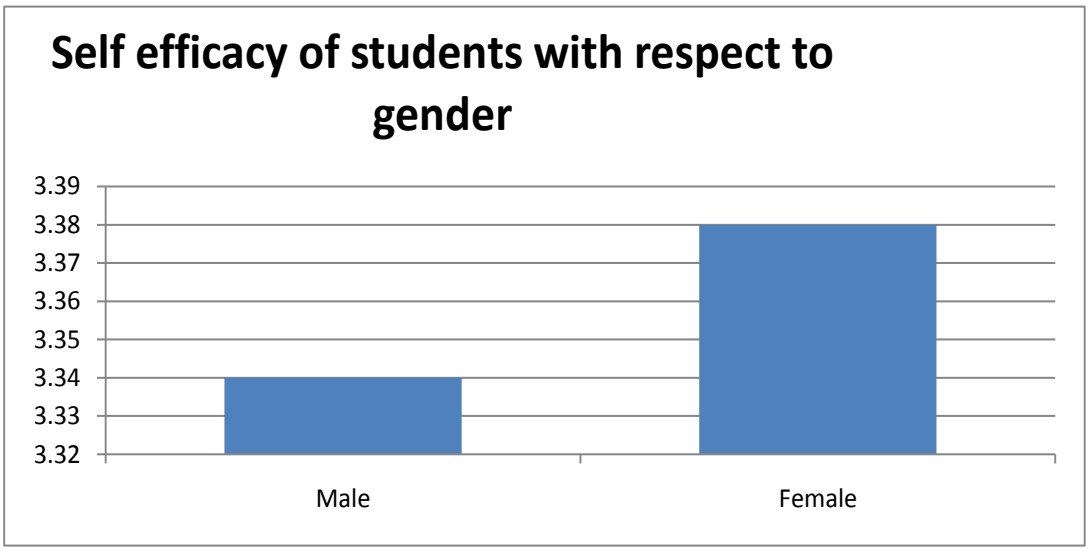

Figure 4.2.3: Self efficacy of students studying in higher secondary schools with respect to gender

This indicates that there exists significant difference in achievement of students studying in higher secondary schools of Allahabad with respect to gender. Similar results were concluded by Barry **P. Shildneck IV (2009)** concluded the stories of four undergraduate female students who were identified as being high-achieving in secondary school mathematics. This may be due to competitive nature of the females **(e.g., Benbow & Stanley, 1980, 1983)** and the roles affective attributes **(e.g., Sherman, 1982; Fennema, Petersen, Carpenter & Lubinski, 1990) and stereotype threat (e.g., Quinn & Spencer, 2001; Steele & Aronson, 1995**).

Sub Objective 4.2.4 To study the difference in Self efficacy of government and private school students of urban area.

Null Hypothesis: There is no significant difference in Self efficacy of government and private school students of urban area.

The fourth sub objective of the main objective was to study the Self efficacy of higher secondary school students with respect to students of government and private school of urban area. In order to find out whether there exists any significant difference in the Self efficacy of the students studying in higher secondary school with respect to affiliation, t-test are computed and analysis of the results was shown in the Table 4.2.4 and Figure 4.2.4.

Table 4.2.4: Self efficacy score of students of government and private school of urban area

Sr. No.	Dimension	Number	Mean	Std. Devi.	t- value
1	**Government**	150	34.6	6.6	2.56*
2	**Private**	150	35.8	7.8	

***** Significant at 0.05 level

From the observation of the Table 4.2.4, it found that the mean and standard deviation of Self efficacy of urban area students studying in government and private schools of Allahabad district is 34.6 & 6.6 and 35.8 & 7.8 respectively and the calculated t-value is 2.56 which is greater than the table value (df 298) significant at 0.05 levels. Thus the null hypothesis stating "There is no significant difference in Self efficacy of government and private school students of urban area" is rejected.

This indicates that there was existence of significant difference in self efficacy of urban area students studying in government and private schools of Allahabad district.

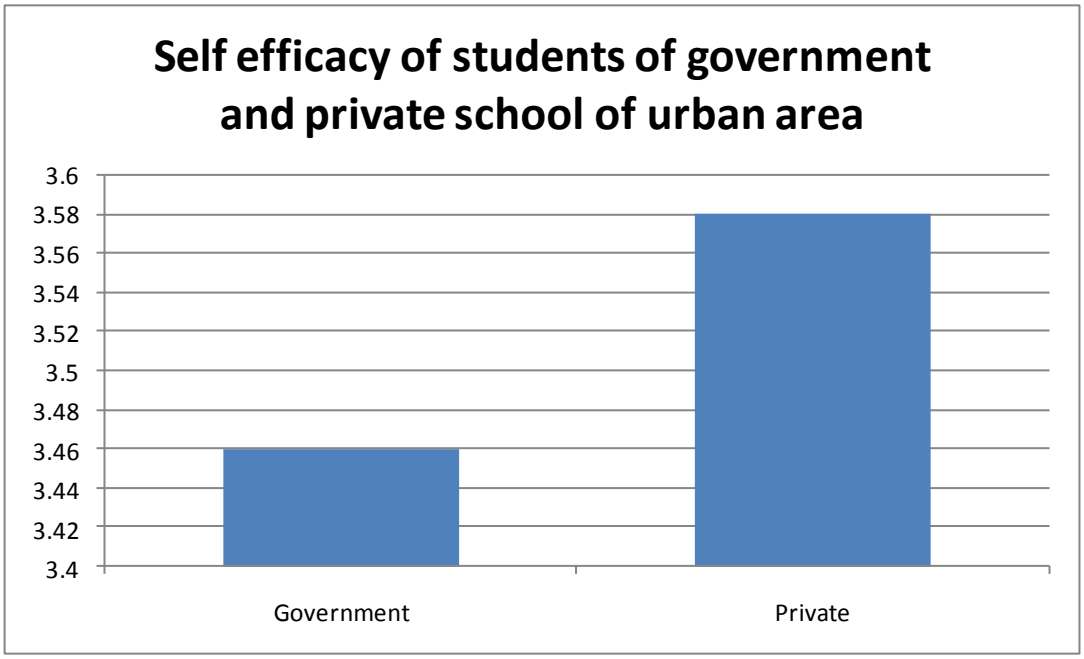

Figure 4.2.4: Self efficacy of students of government and private school of urban area.

The direction of difference in self efficacy was in favor of private school students. This indicated that the Self efficacy of private school students of urban area were more than government school of urban area of students of Allahabad district. This may be due to proper school size and class size and proper infrastructure facilities. The reason behind this result may be government school has less infrastructure and educational facilities. Similar result were conducted by **Emmanuel et al. (2014), Kumari and Chamundeshwari (2015) and Agrawal and Teotia (2015)**

Sub Objective 4.2.5 To find out the Self efficacy of student of government and private school students of rural area.

Null Hypothesis: There is no significant difference in Self efficacy of student of government and private school students of rural area.

The fifth sub objective of the main objective was to study the Self efficacy of the students of government and private school of rural area of Allahabad district. In order to find out whether there exists any significant difference in the Self efficacy

of the students studying in government and private school, t-test are computed and analysis of the results was shown in the Table 4.2.5 and Figure 4.2.5.

Table 4.2.5: Self efficacy score of student of government and private school of rural area.

Sr. No.	Dimension	Number	Mean	Std. Devi.	t- value
1	**Government**	150	32.6	6.1	2.89*
2	**Private**	150	34.4	7.2	

***Significant at 0.05 level**

From the observation of the Table 4.2.5, it found that the mean and standard deviation of Self efficacy of rural area students studying in government and private schools of Allahabad district is 32.6 & 6.1 and 34.4 & 7.2 respectively and the calculated t-value is 2.89 which is greater than the table value (df 298) significant at 0.05 levels. Thus the null hypothesis stating "There is no significant difference in Self efficacy of student of government and private school students of rural area" is rejected. This indicates that there was existence of significant difference in Self efficacy of rural area students studying in government and private schools of Allahabad district.

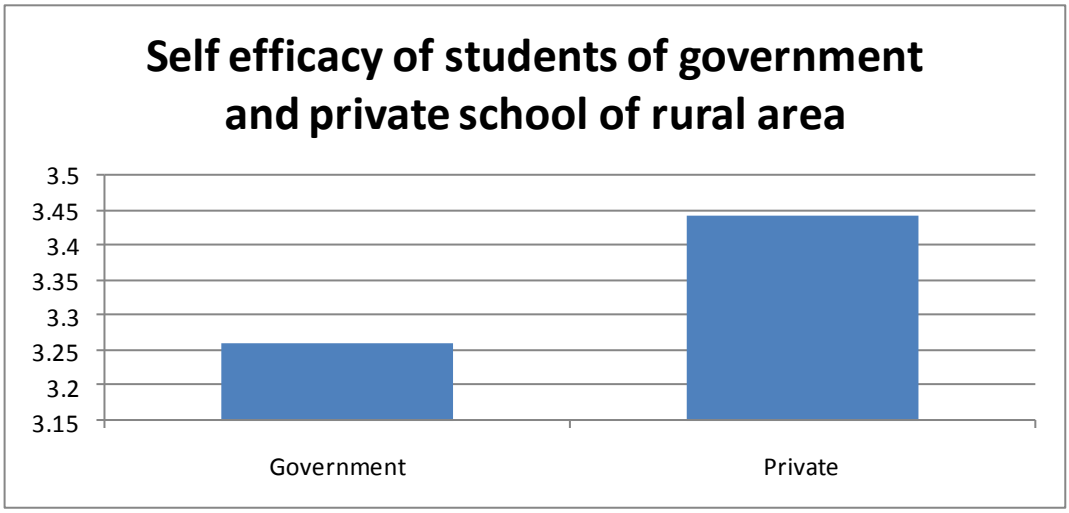

Figure 4.2.5: Self efficacy of students of government and private school of rural area.

The direction of difference in Self efficacy was in favor of private school students. This indicated that the Self efficacy of private school students of rural area were more than government school of rural area of students of Allahabad district. This may be due to proper school size and class size and proper infrastructure facilities. The reason behind this result may be government school has less infrastructure and educational facilities. Similar findings were found and supported by **Whitehead (2003), Seif *et al*. (2008).**

Sub Objective 4.2.6 To find out the Self efficacy of male and female school students of urban area

Null Hypothesis: There is no significant difference in Self efficacy of male and female school students of urban area.

The sixth sub objective of the main objective was to study the Self efficacy of male and female students studying in urban area schools of Allahabad. In order to find out whether there exists any significant difference in the Self efficacy of the students studying in government and private school, t-test are computed and analysis of the results was shown in the Table 4.2.6 and Figure 4.2.6.

Table 4.2.6: Self efficacy score of male and female of urban area schools

Sr. No.	Dimension	Number	Mean	Std. Devi.	t- value
1	**Male**	150	32.2	6.4	1.754
2	**Female**	150	33.1	7.3	

*****Significant at 0.05 level

From the observation of the Table 4.2.6, it found that the mean and standard deviation of Self efficacy of male and female students studying urban area school of Allahabad district is 32.2 & 6.4 and 33.1 & 7.3 respectively and the calculated t-value is 1.754 which is less than the table value (df 298) for significant at 0.05 levels. Thus the null hypothesis that stating that "There is no significant difference in Self efficacy of male and female school students of urban area." is accepted. This indicates that there was existence of non-significant difference in Self efficacy of male and female students studying urban area school of Allahabad district.

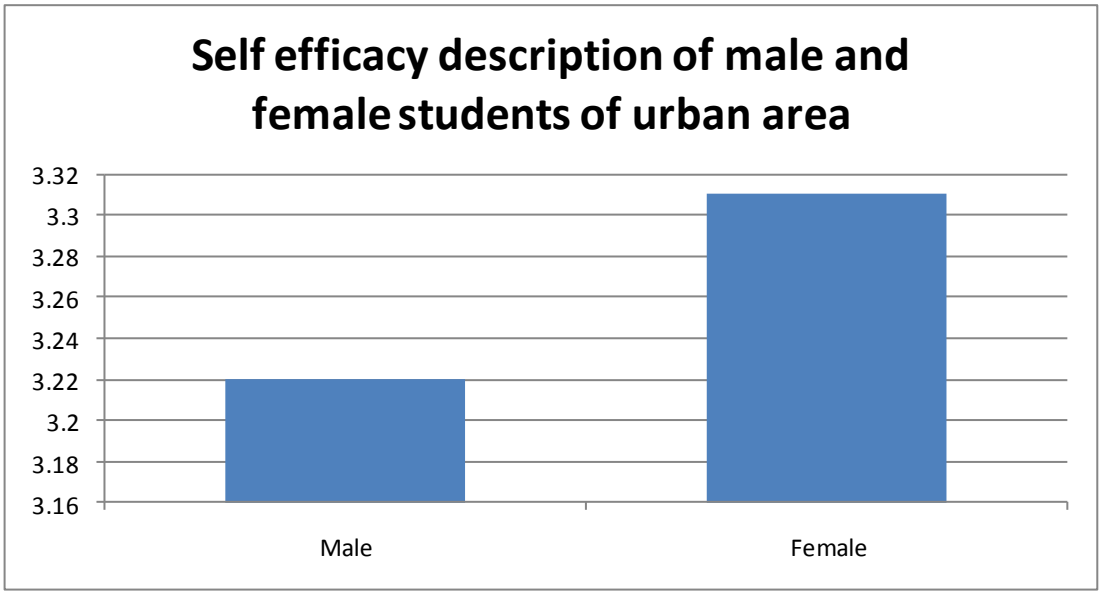

Figure 4.2.6: Self efficacy description of male and female students of urban area

The direction of difference in Self efficacy was in favor of female student of urban area students. This indicated that the achievement motivation of female students were more than male students of urban area school of students of Allahabad district. This may be due to competitive nature of the females. This study is supported by **Whitehead (2003), Seif *et al*. (2008).**

Sub objective 4.2.7 To find out the Self efficacy of male and female school students of rural area

Null Hypothesis: There is no significant difference in Self efficacy of male and female school students of rural area

The seventh sub objective of the main objective was to study the Self efficacy of male and female students of rural area. In order to find out whether there exists any significant difference in the Self efficacy of the students studying in government and private school, t-test are computed and analysis of the results was shown in the Table 4.2.7 and Figure 4.2.7.

Table 4.2.7: Self efficacy score of male and female of rural area.

Sr. No.	Dimension	Number	Mean	Std. Devi.	t- value
1	**Male**	150	32.0	6.4	1.762
2	**Female**	150	33.0	7.4	

*Significant at 0.05 level

After the observation of the Table 4.2.7, it found that the mean and standard deviation of Self efficacy of male and female students studying rural area school of Allahabad district is 32.0 & 6.4 and 33.0 & 7.4 respectively and the calculated t-value is 1.762 which is less than the table value (df 298) significant at 0.05 levels. Thus the null hypothesis stating that "There is no significant difference in Self efficacy of male and female school students of rural area" is accepted**.** This indicates that there was existence of non-significant difference in Self efficacy of male and female students studying rural area school of Allahabad district.

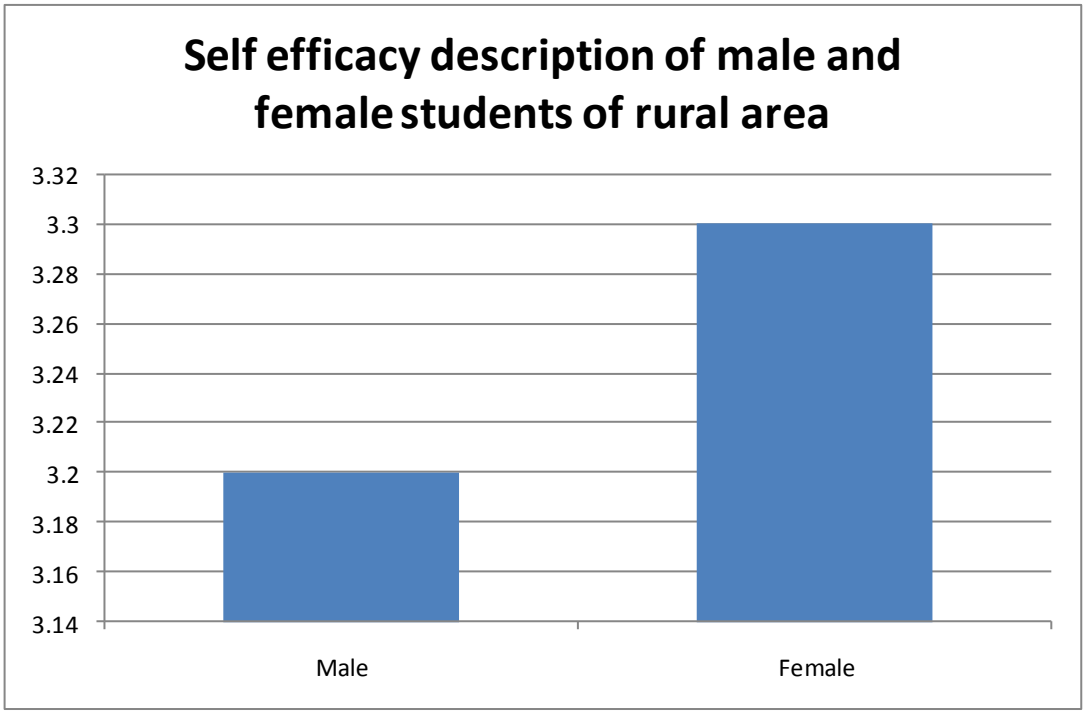

Figure 4.2.7: Self efficacy description of male and female students of rural area.

The direction of difference in Self efficacy was in favor of female student of rural area students. This indicated that the Self efficacy of female students were more than male students of rural area school of students of Allahabad district. This may be due to competitive nature of the females. The study supported by **Agrawal and Teotia (2015).**

Sub Objectives 4.2.8: To study the Self efficacy of male and female students of government schools.

Null Hypothesis: There is no significant difference in Self efficacy of male and female students of government schools.

The eighth sub objective of the main objective was to study the Self efficacy of male and female students studying in government schools of Allahabad. In order to find out whether there exists any significant difference in the Self efficacy of the students studying in government and private school, t-test are computed and analysis of the results was shown in the Table 4.2.8 and Figure 4.2.8.

Table 4.2.8: Self efficacy score of male and female of government school.

Sr. No.	Dimension	Number	Mean	Std. Devi.	t- value
1	**Male**	150	33.2	7.1	1.912*
2	**Female**	150	33.6	7.4	

*Significant at 0.05 level

From the observation of the Table 4.2.8, it found that the mean and standard deviation of Self efficacy of male and female students studying in government school of Allahabad district is 33.2 & 7.1 and 33.6 & 7.4 respectively and the calculated t-value is 1.912 which is greater than the table value (df 298) for significant at 0.05 levels. Thus the null hypothesis stating that "There is no significant difference in Self efficacy of male and female students of government schools" is rejected. This indicates that there was existence of significant difference in Self efficacy of male and female students studying in government school of Allahabad district.

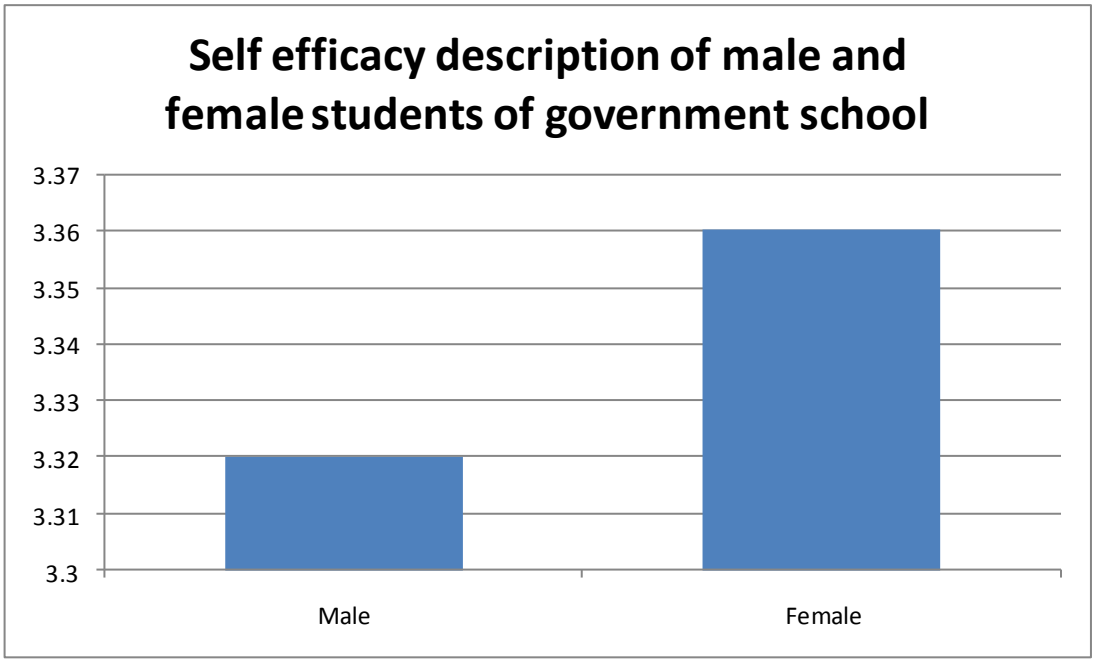

Figure 4.2.8: Self efficacy description of male and female students of government school.

The direction of difference in Self efficacy was in favor of male student of government school students. This indicated that the Self efficacy of male students were more than female students of government school of students of Allahabad district. This may be due to low quality of infrastructure and security of the government school. This study is supported by **Elmotaleb and Saha (2013).**

Sub Objective 4.2.9 To study the Self efficacy of male and female students of private schools.

Null Hypothesis: There is no significant difference in Self efficacy of male and female students of private schools.

The ninth sub objective of the main objective was to study the Self efficacy of male and female students studying in private schools of Allahabad. In order to find out whether there exists any significant difference in the Self efficacy of the students studying in government and private school, t-test are computed and analysis of the results was shown in the Table 4.1.9 and Figure 4.1.9.

Table 4.2.9: Self efficacy core of male and female of private school.

Sr. No.	Dimension	Number	Mean	Std. Devi.	t- value
1	**Male**	150	33.3	7.5	1.924*
2	**Female**	150	34.0	7.9	

***Significant at 0.05 level

From the observation of the Table 4.2.9, it found that the mean and standard deviation of Self efficacy of male and female students studying in private school of Allahabad district is 33.3 & 7.5 and 34.0 & 7.9 respectively and the calculated t-value is 1.924 which is greater than the table value (df 298) significant at 0.05 levels. Thus the null hypothesis stating that "There is no significant difference in Self efficacy of male and female students of private schools" is rejected. This indicates that there was existence of significant difference in Self efficacy of male and female students studying in private school of Allahabad district. The direction of difference in Self efficacy was in favor of female student of private school students. This indicated that the Self efficacy of female students were more than male students of private school of students of Allahabad district. This may be due to good quality of infrastructure and security of the private school.

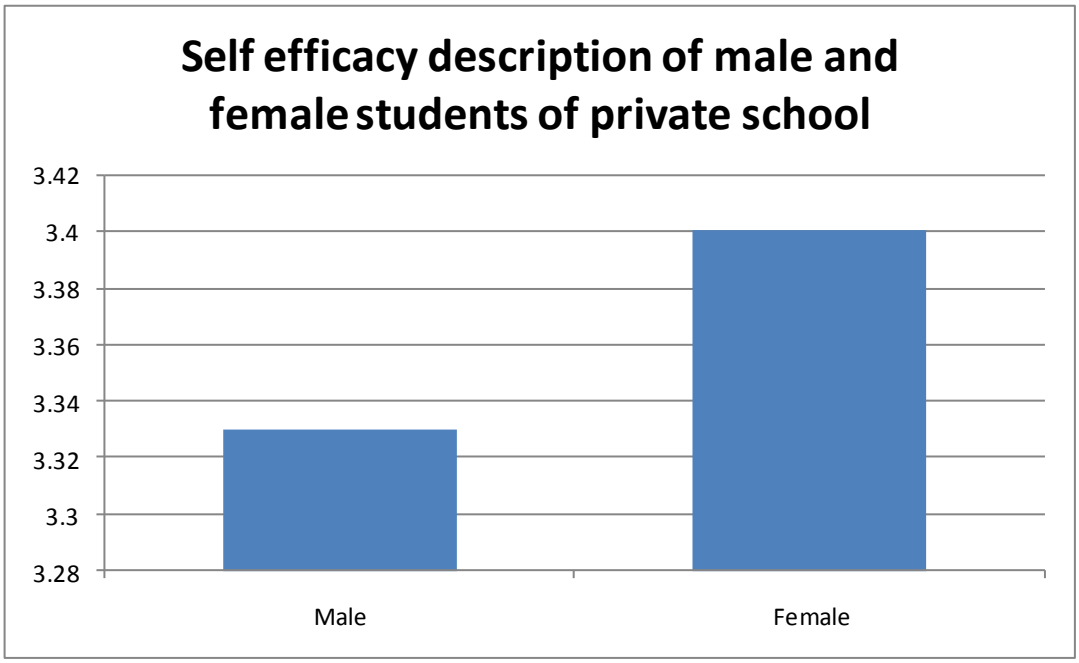

Figure 4.2.9: Self efficacy description of male and female students of private school

After the observation and statistical analysis of the second objective and sub objectives, it found that the second hypothesis is partially rejected. The reason behind this result may be both boys and girls have same learning and school facilities about both their boys and girls education is positive and they gave equal importance but the infrastructure and education facilities of rural and urban area as well as government and private school has different level which gives significant difference. Hence, second hypothesis is rejected. Similar result was conducted by **Bandura (1977) Elmotable, B and Saka K. (2013)**

Objective 4.3: To study the significant relationship between achievement motivation and academic performance of higher secondary school students on the basis of locale, gender and type of school.

The third main objective of the study was to find out relationship between the achievement motivation and academic performance of higher secondary school students of Allahabad with respect to locale, gender and type of school. In order to find out whether there exists any significant relationship between achievement motivation and academic performance of students studying in the schools of Allahabad with respect to locale, gender and type of school, coefficient of correlation between achievement motivation and academic performance has been computed by using Pearson Correlation method and the results of analysis are shown in the Table 4.3.1 to 4.3.9.

Sub Objective 4.3.1: To study relationship between achievement motivation and academic performance of higher secondary school students of rural area

Null Hypothesis: There is no significant relationship between achievement motivation and academic performance of higher secondary school students of rural area

The first sub objective of the main objective was to study the correlation between achievement motivation and academic performance of student studying in higher secondary schools of rural area. In order to find out whether here exists any significant correlation in the achievement motivation and academic performance of the students studying in higher secondary school of rural area, correlation coefficient r-value has been calculated. The analysis of the results is shown in the Table 4.3.1.

Table 4.3.1: Relationship between achievement motivation and academic performance of higher secondary school students of rural area.

Sr. No.	Dimension	Number	Mean	Std. Devi.	r- value
1	Achievement Motivational	300	37.8	8.2	0.823*
2	Academic performance	300	36.9	7.8	

***Significant Correlation at 0.05 level

Observation of the Table 4.3.1, shows that correlation between achievement motivation and academic performance with respect to rural area was 0.823* which is significant at 0.05 levels for df 598. It means achievement motivation favour the academic performance of students. Thus the null hypothesis stating that "There is no significant relationship between achievement motivation and academic performance of higher secondary school students of rural area" is rejected. In this study the reason behind this result may be topic is that the motivation achievement grows our internal power which affects the academic performance. It also indicates that coefficients of correlation of achievement motivation with academic performance with respect rural area have positive and significant relationship and achievement motivation helped the students in their academic performance who were studying in secondary schools of Allahabad. Similar studies was shown by **Singh A. (2011), Keller & Dauenheimer (2003), Emmanuel et al. (2014), Kumari and Chamundeshwari (2015) and Agrawal and Teotia (2015).**

Sub Objective 4.3.2: To study the relationship between achievement motivation and academic performance of higher secondary school students of urban area

Null Hypothesis: There is no significant relationship between achievement motivation and academic performance of higher secondary school students of urban area

The second sub objective of the main objective was also to study the correlation between achievement motivation and academic performance of student studying in higher secondary schools of urban area. In order to find out whether there exists any significant correlation in the achievement motivation and academic performance of

the students studying in higher secondary school of urban area, correlation coefficient r-value has been calculated. The analysis of the results is shown in the Table 4.3.2.

Table 4.3.2: Relationship between achievement motivation and academic performance of higher secondary school students of with respect to urban area.

Sr. No.	Dimension	Number	Mean	Std. Devi.	r- value
1	Achievement Motivational	300	37.9	8.0	0.831*
2	Academic performance	300	37.1	7.8	

***Significant Correlation at 0.05 level

Observation of the Table 4.3.1, shows that correlation between achievement motivation and academic performance with respect to urban area is 0.831* which is significant at 0.05 levels for df 598. It means achievement motivation favors' the academic performance of students. Thus the null hypothesis stating that "There is no significant relationship between achievement motivation and academic performance of higher secondary school students of urban area" is rejected. In this study the reason behind this result may be that the motivation achievement grows our internal power which affects the academic performance. It indicates that coefficients of correlation of achievement motivation with academic performance with respect to urban area have positive and significant relationship and achievement motivation helped the students in their academic performance who were studying in secondary schools of Allahabad. Similar findings were found and supported by **Bandura (1977), Whitehead (2003), Seif *et al*. (2008), Abolghasemi *et al*. (2012), Elmotaleb and Saha (2013).**

Sub Objective 4.3.3: To study the relationship between achievement motivation and academic performance of government students of higher secondary schools.

Null Hypothesis: There is no significant relationship between achievement motivation and academic performance of government students of higher secondary schools.

The third sub objective of the main objective was also to study the correlation between achievement motivation and academic performance of government student of higher secondary schools. In order to find out whether there exists any significant correlation in the achievement motivation and academic performance of the government students studying in higher secondary schools, correlation coefficient r-value has been calculated. The analysis of the results is shown in the Table 4.3.3.

Table 4.3.3: Relationship between achievement motivation and academic performance of students of Allahabad with respect to government school

Sr. No.	Dimension	Number	Mean	Std. Devi.	r- value
1	Achievement Motivational	300	36.2	7.0	0.316*
2	Academic performance	300	34.5	6.4	

***Significant Correlation at 0.05 level

Observation of the Table 4.3.3, shows that correlation between achievement motivation and academic performance with respect to government schools was 0.316* which is significant at 0.05 levels for df. 598. It means achievement motivation favours the academic performance of students with respect to government schools. Thus the null hypothesis stating that "There is no significant relationship between achievement motivation and academic performance of government students of higher secondary schools" is rejected. It is also observed from the above table that academic performance is positively and significantly correlated with achievement motivation of secondary students studying in higher secondary schools of Allahabad. In this study the reason behind this result may be that the motivation achievement grows our internal power which affects the academic performance. Similar finding were found and supported by **Bandura (1977) and Singh, A. (2011)**

Sub Objective 4.3.4: To study the relationship between achievement motivation and academic performance of private higher secondary schools students.

Null Hypothesis: There is no significant relationship between achievement motivation and academic performance of private higher secondary schools students.

The fourth sub objective of the main objective was to study the correlation between achievement motivation and academic performance of private higher secondary schools students. In order to find out whether here exists any significant correlation in the achievement motivation and academic performance of the private higher secondary schools students, correlation coefficient r-value has been calculated. The analysis of the results is shown in the Table 4.3.4.

Table 4.3.4: Relationship between achievement motivation and academic performance of students of Allahabad with respect to private school

Sr. No.	Dimension	Number	Mean	Std. Devi.	r- value
1	Achievement Motivational	300	36.7	7.1	0.328*
2	Academic performance	300	35.1	6.7	

***Significant Correlation at 0.05 level

Observation of the Table 4.3.4, shows that overall correlation between achievement motivation and academic performance with respect to private schools was 0.328* which is significant at 0.05 levels for df 598. It means achievement motivation favours the academic performance of students with respect to private schools. Thus the null hypothesis stating that "There is no significant relationship between achievement motivation and academic performance of private higher secondary schools students" is rejected. Observation of the table also indicates that there is positive and significant relationship of achievement motivation with academic performance. The reason behind this result may be the facilities provided by private schools tend to promote the achievement motivation which improves the performance. Similar finding where found and supported by **Emmanuel A.D. *et al.* (2014).**

Sub Objective 4.3.5: To study the relationship between achievement motivation and academic performance of male students of higher secondary schools.

Null Hypothesis: There is no significant relationship between achievement motivation and academic performance of male students of higher secondary schools.

The fifth sub objective of the main objective was to study the correlation between achievement motivation and academic performance of male students of

higher secondary schools. In order to find out whether here exists any significant correlation in the achievement motivation and academic performance of male students of higher secondary schools correlation coefficient r-value has been calculated. The analysis of the results is shown in the Table 4.3.5.

Table 4.3.5: Relationship between achievement motivation and academic performance of students of Allahabad with respect to Male student

Sr. No.	Dimension	Number	Mean	Std. Devi.	r- value
1	Achievement Motivational	300	37.4	8.1	0.414*
2	Academic performance	300	35.4	7.7	

***Significant Correlation at 0.05 level

Observation of the Table 4.3.5, shows that overall correlation between achievement motivation and academic performance with respect to male students of schools was 0.414* which is significant at 0.05 levels for df. 598. It means achievement motivation favors' the academic performance of students with respect to male students of the schools. Thus the null hypothesis stating that "There is no significant relationship between achievement motivation and academic performance of male students of higher secondary schools" is rejected. Observation of the Table 4.3.5 also indicates that coefficients of correlation of achievement motivation with academic performance with respect to male students of the students was indicates that variations in the achievement motivation and academic performance with respect to male have significant relationship and achievement motivation helped the students in their academic performance who were studying in secondary schools of Allahabad. The reason behind this result may be The support of family and the good atmosphere of schools & colleges improve the performance of female students. The reason behind If schools & colleges provide the better facility to the students to learn than the performance also increase day to day. Similar finding were found and supported by **Singh A. (2011) and Sonali S. (2010).**

Sub Objective 4.3.6: To study the relationship between achievement motivation and academic performance of female students of higher secondary schools.

Null Hypothesis: There is no significant relationship between achievement motivation and academic performance of female students of higher secondary schools.

The sixth sub objective of the main objective was to study the correlation between achievement motivation and academic performance of female students of higher secondary schools. In order to find out whether here exists any significant correlation in the achievement motivation and academic performance of female students of higher secondary schools correlation coefficient r-value has been calculated. The analysis of the results is shown in the Table 4.3.6.

Table 4.3.6: Relationship between achievement motivation and academic performance of students of Allahabad with respect to female student

Sr. No.	Dimension	Number	Mean	Std. Devi.	r- value
1	Achievement Motivational	300	37.8	8.3	0.447*
2	Academic performance	300	36.5	7.9	

***Significant Correlation at 0.05 level

Observation of the Table 4.3.6, shows that overall correlation between achievement motivation and academic performance with respect to female students of schools was 0.447* which is significant at 0.05 levels for df 598. It means achievement motivation favours the academic performance of students with respect to female students of the schools. Thus the null hypothesis stating that "There is no significant relationship between achievement motivation and academic performance of female students of higher secondary schools" is rejected. The table also indicate that the positive and significant relationship among the achievement motivation with academic performance. The reason behind this result may be achievements motivation works better in a good atmosphere to enhance performance. Similar finding were found and supported by **Sonali S. (2010) and Singh A. (2011).**

Sub Objective 4.3.7: To study the relationship between achievement motivation and academic performance of government higher secondary schools students of urban area

Null Hypothesis: There is no significant relationship between achievement motivation and academic performance of government higher secondary schools students of urban area

The seventh sub objective of the main objective was to study the correlation between achievement motivation and academic performance of government higher secondary schools students of urban area. In order to find out whether here exists any significant correlation in the achievement motivation and academic students of government school of urban area correlation coefficient r-value has been calculated. The analysis of the results is shown in the Table 4.3.7.

Table 4.3.7: Relationship between achievement motivation and academic performance of students of government school of urban area.

Sr. No.	Dimension	Number	Mean	Std. Devi.	r- value
1	Achievement Motivational	150	35.9	7.6	0.313*
2	Academic performance	150	34.6	6.4	

***Significant Correlation at 0.05 level

Observation of the Table 4.3.7, shows that overall correlation between achievement motivation and academic performance students of government school of urban area schools was 0.313* which is significant at 0.05 levels for df 298. It means achievement motivation favors' the academic performance of students of government school of urban area schools. Thus the null hypothesis stating that "There is no significant relationship between achievement motivation and academic performance of government higher secondary schools students of urban area" is rejected. The table also indicates that there is positive and significant relationship among the achievement motivation with academic performance. The reason behind this result may be achievements motivation works better in a good atmosphere to enhance performance. Similar finding were found and supported by **Bandura (1977), Elmotaleb and Saha (2013).**

Sub Objective 4.3.8: To study the relationship between achievement motivation and academic performance of private higher secondary schools students of urban area

Null Hypothesis: There is no significant relationship between achievement motivation and academic performance of private higher secondary schools students of urban area

The eighth sub objective of the main objective was to study the correlation between achievement motivation and academic performance of private higher secondary schools students of urban area. In order to find out whether here exists any significant correlation in the achievement motivation and academic performance of students of private school of urban area correlation coefficient r-value has been calculated. The analysis of the results is shown in the Table 4.3.8.

Table 4.3.8: Relationship between achievement motivation and academic performance of students of private school of urban area.

Sr. No.	Dimension	Number	Mean	Std. Devi.	r- value
1	Achievement Motivational	150	36.4	7.9	0.324*
2	Academic performance	150	34.9	6.8	

***Significant Correlation at 0.05 level

Observation of the Table 4.3.8, shows that overall correlation between achievement motivation and academic performance students of private school of urban area schools was 0.324* which is significant at 0.05 levels for df 298. It means achievement motivation favors' the academic performance of students of private school of urban area schools. Thus null hypothesis stating that "There is no significant relationship between achievement motivation and academic performance of private higher secondary schools students of urban area" is rejected. The table also indicates that there is positive and significant relationship among the achievement motivation with academic performance. The reason behind this result may be achievements motivation works better in a good atmosphere to enhance performance. Similar finding were found and supported by **Bandura (1977), Elmotaleb and Saha (2013).**

Sub Objective 4.3.9: To study the relationship between achievement motivation and academic performance of government higher secondary schools students of rural area

Null Hypothesis: There is no significant relationship between achievement motivation and academic performance of government higher secondary schools students of rural area

The ninth sub objective of the main objective was to study the correlation between achievement motivation and academic performance of government higher secondary schools students of rural area. In order to find out whether here exists any significant correlation in the achievement motivation and academic performance of student of government school of rural area correlation coefficient r-value has been calculated. The analysis of the results is shown in the Table 4.3.9.

Table 4.3.9.: Relationship between achievement motivation and academic performance of student of government school of rural area

Sr. No.	Dimension	Number	Mean	Std. Devi.	t- value
1	Achievement Motivational	150	35.2	6.4	0.279*
2	Academic performance	150	33.8	5.9	

***Significant Correlation at 0.05 level

Observation of the Table 4.3.9 shows that overall correlation between achievement motivation and academic performance students of government school of rural area schools was 0.279* which is significant at 0.05 levels for df 298. It means achievement motivation favors' the academic performance of students of government school of rural area schools. Thus the null hypothesis stating that "There is no significant relationship between achievement motivation and academic performance of government higher secondary schools students of rural area" is rejected. The table also indicates that there is positive and significant relationship among the achievement motivation with academic performance. The reason behind this result may be achievements motivation works better in a good atmosphere to enhance performance. Similar finding were found supported by **Bandura (1977), Elmotaleb and Saha (2013).**

Sub Objective 4.3.10: To study the relationship between achievement motivation and academic performance of private higher secondary schools students of rural area

Null Hypothesis: There is no significant relationship between achievement motivation and academic performance of private higher secondary schools students of rural area

The tenth sub objective of the main objective was to study the correlation between achievement motivation and academic performance of private higher secondary schools students of rural area. In order to find out whether here exists any significant correlation in the achievement motivation and academic performance of student of private school of rural area correlation coefficient r-value has been calculated. The analysis of the results is shown in the Table 4.3.10.

Table 4.3.10: Relationship between achievement motivation and academic performance of student of private school of rural area

Sr. No.	Dimension	Number	Mean	Std. Devi.	t- value
1	Achievement Motivational	150	35.8	6.9	0.290*
2	Academic performance	150	34.2	6.1	

***Significant Correlation at 0.05 level

Observation of the Table 4.3.10, shows that overall correlation between achievement motivation and academic performance students of private school of rural area schools was 0.290* which is significant at 0.05 levels for df 298. It means achievement motivation favors' the academic performance of students of private school of rural area schools. Thus the null hypothesis stating that "There is no significant relationship between achievement motivation and academic performance of private higher secondary schools students of rural area" is rejected**.** The table also indicates that there is positive and significant relationship among the achievement motivation with academic performance. The reason behind result may be achievements motivation works better in a good atmosphere to enhance performance. Similar finding were supported by **Bandura (1977), Elmotaleb and Saha (2013).**

Sub Objective 4.3.11: To study the relationship between achievement motivation and academic performance of male students of higher secondary schools of urban area.

Null Hypothesis: There is no significant relationship between achievement motivation and academic performance of male students of higher secondary schools urban area.

The eleventh sub objective of the main objective was to study the correlation between achievement motivation and academic performance of male students of higher secondary schools of urban area. In order to find out whether here exists any significant correlation in the achievement motivation and academic performance of male students of urban area correlation coefficient r-value has been calculated. The analysis of the results is shown in the Table 4.3.11.

Table 4.3.11: Relationship between achievement motivation and academic performance of male students of urban area.

Sr. No.	Dimension	Number	Mean	Std. Devi.	r- value
1	Achievement Motivational	150	37.6	7.9	0.346*
2	Academic performance	150	36.1	6.5	

***Significant Correlation at 0.05 level

Observation of the Table 4.3.11, shows that overall correlation between achievement motivation and academic performance of male students of urban area schools was 0.346* which is significant at 0.05 levels for df 298. It means achievement motivation favours the academic performance of male students of urban area schools. Thus the null hypothesis stating that "There is no significant relationship between achievement motivation and academic performance of male students of higher secondary schools urban area" is rejected. The table also indicates that there is positive and significant relationship among the achievement motivation with academic performance. The reason behind this result may be achievements motivation works better in a good atmosphere to enhance performance. Similar finding were supported by **Emmanuel et al. (2014), Kumari and Chamundeshwari (2015) and Agrawal and Teotia (2015)**

Sub Objective 4.3.12: To study the relationship between achievement motivation and academic performance of female students of higher secondary schools urban area.

Null Hypothesis: There is no significant relationship between achievement motivation and academic performance of female students of higher secondary schools urban area.

The twelfth sub objective of the main objective was to study the correlation between **achievement motivation and academic performance of female students of higher secondary schools urban area.** In order to find out whether here exists any significant correlation in the achievement motivation and academic performance of female students of urban area correlation coefficient r-value has been calculated. The analysis of the results is shown in the Table 4.3.12.

Table 4.3.12: Relationship between achievement motivation and academic performance of female students of urban area

Sr. No.	Dimension	Number	Mean	Std. Devi.	r- value
1	Achievement Motivational	150	38.1	8.3	0.387*
2	Academic performance	150	36.4	7.3	

***Significant Correlation at 0.05 level

Observation of the Table 4.3.12, shows that overall correlation between achievement motivation and academic performance of female students of urban area schools was 0.387* which is significant at 0.05 levels for df 298. It means achievement motivation favours the academic performance of female students of urban area schools. Thus the null hypothesis stating that "There is no significant relationship between achievement motivation and academic performance of female students of higher secondary schools urban area" is rejected. The table also indicates that there is positive and significant relationship among the achievement motivation with academic performance. The reason behind this result may be achievements motivation works better in a good atmosphere to enhance performance. Similar result were concluded by **Emmanuel et al. (2014), Kumari and Chamundeshwari (2015) and Agrawal and Teotia (2015)**

Sub Objective 4.3.13: To study the relationship between achievement motivation and academic performance of male students of higher secondary schools of urban area.

Null Hypothesis: There is no significant relationship between achievement motivation and academic performance of male students of higher secondary schools rural area.

The thirteenth sub objective of the main objective was to study the correlation between achievement motivation and academic performance of male students of higher secondary schools of urban area. In order to find out whether here exists any significant correlation in the achievement motivation and academic performance of male students of rural area correlation coefficient r-value has been calculated. The analysis of the results is shown in the Table 4.3.13.

Table 4.3.13: Relationship between achievement motivation and academic performance of male students of rural area

Sr. No.	Dimension	Number	Mean	Std. Devi.	r- value
1	Achievement Motivational	150	36.9	7.1	0.327*
2	Academic performance	150	35.8	6.2	

***Significant Correlation at 0.05 level

Observation of the Table 4.3.13, shows that overall correlation between achievement motivation and academic performance of male students of rural area schools was 0.327* which is significant at 0.05 levels for df 298. it means achievement motivation favours the academic performance of male students of rural area schools. Thus the null hypothesis stating that "There is no significant relationship between achievement motivation and academic performance of male students of higher secondary schools rural area" is rejected. The table also indicates that there is positive and significant relationship among the achievement motivation with academic performance. The reason behind this result may be achievements motivation works better in a good atmosphere to enhance performance. Similar result were concluded by **Singh A. (2011) Kumari V.R.S. and Chamundeshwari S. (2015), Chandra S. and Kumar R. (2016)**

Sub Objective 4.3.14: To study the relationship between achievement motivation and academic performance of female students of higher secondary schools rural area.

Null Hypothesis: There is no significant relationship between achievement motivation and academic performance of female students of higher secondary schools rural area.

The fourteenth sub objective of the main objective was to study the correlation between achievement motivation and academic performance of female students of higher secondary schools rural area. In order to find out whether here exists any significant correlation in the achievement motivation and academic performance of female students of rural area correlation coefficient r-value has been calculated. The analysis of the results is shown in the Table 4.3.14.

Table 4.3.14: Relationship between achievement motivation and academic performance of female students of rural area

Sr. No.	Dimension	Number	Mean	Std. Devi.	r- value
1	Achievement Motivational	150	37.6	7.7	0.346*
2	Academic performance	150	36.0	6.9	

***Significant Correlation at 0.05 level

Observation of the Table 4.3.14, shows that overall correlation between achievement motivation and academic performance of female students of rural area schools was 0.346* which is significant at 0.05 levels for df 298. It means achievement motivation favours the academic performance of female students of rural area schools. Thus the null hypothesis stating that "There is no significant relationship between achievement motivation and academic performance of female students of higher secondary schools rural area" is rejected. The table also indicates that there is positive and significant relationship among the achievement motivation with academic performance.. The reason behind this result may be achievements motivation works better in a good atmosphere to enhance performance. Similar result were concluded by **Singh A. (2011) Kumari V.R.S. and Chamundeshwari S. (2015), Chandra S. and Kumar R. (2016)**

Objective 4: To study the significant relationship between self efficacy and academic performance of higher secondary school students on the basis of locale, gender and type of school.

Hypothesis 4: There will be relationship between self efficacy and academic performance of higher secondary school students on the basis of locale, gender and type of school.

The fourth main objective of the study was to find out relationship between the self efficacy and academic performance of students studying in the schools of Allahabad with respect to gender, study area and types of schools. In , order to find out whether here exists any significant correlation between self efficacy and academic performance of students studying in the schools of Allahabad with respect to gender, study area and types of schools coefficient of correlation between self efficacy and academic performance of students studying in the schools of Allahabad with respect to gender, study area and types are computed by using Pearson Correlation method and the results of analysis are shown in the Table 4.4.1 to 4.4.7. To find out the effect of gender, area and types of schools, the analyses had done of the data in the following tables 4.4.1 to 4.4.7.

Sub Objective 4.4.1: To study relationship between self efficacy and academic performance of higher secondary school students of rural area

Null Hypothesis: There is no significant relationship between self efficacy and academic performance of higher secondary school students of rural area

The first sub objective of the main objective was to study the correlation between self efficacy and academic performance of student studying in higher secondary schools of rural area. In order to find out whether here exists any significant correlation in the self efficacy and academic performance of the students studying in higher secondary school of rural area, correlation coefficient r-value has been calculated. The analysis of the results is shown in the Table 4.4.1.

Table 4.4.1: Relationship between Self efficacy and academic performance of students of Allahabad with respect to rural area.

Sr. No.	Dimension	Number	Mean	Std. Devi.	r- value
1	Self efficacy	300	37.2	8.1	0.406*
2	Academic performance	300	36.4	7.6	

***Significant Correlation at 0.05 level

Observation of the Table 4.4.1, shows that overall correlation between self efficacy and academic performance with respect to rural area was 0.406* which is significant at 0.05 levels for df 598. it means self efficacy favors' the academic performance of students. Thus the null hypothesis stating that "There is no significant relationship between self efficacy and academic performance of higher secondary school students of rural area" is rejected. The table also indicates that there is positive and significant relationship among the self efficacy with academic performance. The reason behind this result may be the private schools & colleges new ways & techniques to focus on motivation. Self efficacy tends to improve significantly and commensurately with high academic performance for higher school students' enhancement in state self efficacy might be relevant to positive mood effects on person's impressions. Similar result were concluded by **Bandura (1997), Emmanuel et al. (2014), Kumari and Chamundeshwari (2015) and Agrawal and Teotia (2015).**

Sub Objective 4.4.2: To study the relationship between self efficacy and academic performance of higher secondary school students of urban area

Null Hypothesis: There is no significant relationship between self efficacy and academic performance of higher secondary school students of urban area

The second sub objective of the main objective was also to study the relationship between self efficacy and academic performance of student studying in higher secondary schools of urban area. In order to find out whether there exists any significant correlation in the self efficacy and academic performance of the students studying in higher secondary school of urban area, correlation coefficient r-value has been calculated. The analysis of the results is shown in the Table 4.3.2.

Table 4.4.2: Relationship between Self efficacy and academic performance of students of Allahabad with respect to urban area.

Sr. No.	Dimension	Number	Mean	Std. Devi.	r- value
1	Self efficacy	300	37.6	8.4	0.424*
2	Academic performance	300	36.8	7.9	

***Significant Correlation at 0.05 level

Observation of the Table 4.4.2, shows that overall correlation between self efficacy and academic performance with respect to urban area was 0.424* which is significant at 0.05 levels for df 598. It means self efficacy favors' the academic performance of students. Thus the null hypothesis stating that "There is no significant relationship between self efficacy and academic performance of higher secondary school students of urban area" is rejected. The table also indicates that there is positive and significant relationship among the self efficacy with academic performance. The reason behind this result may be the private schools & colleges new ways & techniques to focus on motivation. Self efficacy tends to improve significantly and commensurately with high academic performance for higher school students' enhancement in state self efficacy might be relevant to positive mood effects on person's impressions. Similar result were concluded by **Bandura (1997), Emmanuel et al. (2014), Kumari and Chamundeshwari (2015) and Agrawal and Teotia (2015)**

Sub Objective 4.4.3: To study the relationship between self efficacy and academic performance of government higher secondary schools students.

Null Hypothesis: There is no significant relationship between achievement motivation and academic performance of government higher secondary schools students.

The third sub objective of the main objective was to study the correlation between self efficacy and academic performance of government higher secondary schools students. In order to find out whether here exists any significant correlation in the self efficacy and academic performance of students of Allahabad with respect to government school, correlation coefficient r-value has been calculated. The analysis of the results is shown in the Table 4.4.3.

Table 4.4.3: Relationship between Self efficacy and academic performance of students of Allahabad with respect to government school

Sr. No.	Dimension	Number	Mean	Std. Devi.	r- value
1	Self efficacy	300	37.1	7.9	0.347*
2	Academic performance	300	34.8	6.0	

***Significant Correlation at 0.05 level

Observation of the Table 4.4.3, shows that overall correlation between self efficacy and academic performance with respect to government schools was 0.347* which is significant at 0.05 levels for df 598. It means self efficacy favors' the academic performance of students with respect to government schools. Thus the null hypothesis stating that "There is no significant relationship between achievement motivation and academic performance of government higher secondary schools students" is rejected. The table also indicates that there is positive and significant relationship among the various variance of self efficacy with academic performance. The reason behind this result may be the private schools & colleges new ways & techniques to focus on motivation. Self efficacy tends to improve significantly and commensurately with high academic performance for higher school students' enhancement in state self efficacy might be relevant to positive mood effects on person's impressions. Similar result were concluded by **Bandura (1997), Emmanuel et al. (2014), Kumari and Chamundeshwari (2015) and Agrawal and Teotia (2015)**

Sub Objective 4.4.4: To study the relationship between self efficacy and academic performance of private higher secondary schools students.

Null Hypothesis: There is no significant relationship between self efficacy and academic performance of private higher secondary schools students.

The fourth sub objective of the main objective was to study the correlation between self efficacy and academic performance of private higher secondary schools students. In order to find out whether here exists any significant correlation in the self efficacy and academic performance of students of Allahabad with respect to private school, correlation coefficient r-value has been calculated. The analysis of the results is shown in the Table 4.4.4.

Table 4.4.4: Relationship between Self efficacy and academic performance of students of Allahabad with respect to private school

Sr. No.	Dimension	Number	Mean	Std. Devi.	r- value
1	Self efficacy	300	37.6	8.1	0.364*
2	Academic performance	300	35.1	6.7	

***Significant Correlation at 0.05 level

Observation of the Table 4.4.4, shows that overall correlation between self efficacy and academic performance with respect to private schools was 0.364* which is significant at 0.05 levels for df 598. It means self efficacy favors' the academic performance of students with respect to private schools. Thus the null hypothesis stating that "There is no significant relationship between self efficacy and academic performance of private higher secondary schools students" is rejected. The table also indicates that there is positive and significant relationship of self efficacy with academic performance. The reason behind this result may be the way of private schools to facilitates effect the self efficacy. Similar results were concluded by **Bandura (1977), Whitehead (2003), Seif *et al*. (2008).**

Sub Objective 4.4.5: To study the relationship between self efficacy and academic performance of male students of higher secondary schools.

Null Hypothesis: There is no significant relationship between self efficacy and academic performance of male students of higher secondary schools.

The fifth sub objective of the main objective was to study the correlation between self efficacy and academic performance of male students of higher secondary schools. In order to find out whether here exists any significant correlation in the self efficacy and academic performance of students of Allahabad with respect to Male students, correlation coefficient r-value has been calculated. The analysis of the results is shown in the Table 4.4.5.

Table 4.4.5: Relationship between Self efficacy and academic performance of students of Allahabad with respect to Male students

Sr. No.	Dimension	Number	Mean	Std. Devi.	r- value
1	Self efficacy	300	37.8	8.2	0.448*
2	Academic performance	300	35.7	6.7	

***Significant Correlation at 0.05 level

Observation of the Table 4.4.5, shows that overall correlation between self efficacy and academic performance with respect to male students was 0.448* which is significant at 0.05 levels for df 598. It means self efficacy favors' the academic performance of students with respect to male students. Thus the null hypothesis

stating that "There is no significant relationship between self efficacy and academic performance of male students of higher secondary schools" is rejected. The table also indicates that there is positive and significant relationship among the self efficacy with academic performance. The reason behind this result may be comparative nature and home environment. Similar result were concluded by **Bandura (1977), Whitehead (2003), Seif *et al*. (2008).**

Sub Objective 4.4.6: To study the relationship between self efficacy and academic performance of female students of higher secondary schools.

Null Hypothesis: There is no significant relationship between self efficacy and academic performance of female students of higher secondary schools.

The sixth sub objective of the main objective was to study the correlation between self efficacy and academic performance of female students of higher secondary schools. In order to find out whether here exists any significant correlation in the self efficacy and academic performance of students of Allahabad with respect to female students, correlation coefficient r-value has been calculated. The analysis of the results is shown in the Table 4.4.6

Table 4.4.6: Relationship between Self efficacy and academic performance of students of Allahabad with respect to female students

Sr. No.	Dimension	Number	Mean	Std. Devi.	r- value
1	Self efficacy	300	38.1	8.4	0.454*
2	Academic performance	300	35.9	7.2	

***Significant Correlation at 0.05 level

Observation of the Table 4.4.6, shows that overall correlation between self efficacy and academic performance with respect to female students was 0.454* which is significant at 0.05 levels for df 598. It means self efficacy favors' the academic performance of students with respect to female students. Thus the null hypothesis stating that "There is no significant relationship between self efficacy and academic performance of female students of higher secondary schools" is rejected. The table also indicates that there is positive and significant relationship among the

self efficacy with academic performance. The reason behind this result may be facilities provided for studies & also awareness of education. Similar results were concluded by **Bandura (1977), Whitehead (2003), Seif *et al*. (2008).**

Sub Objective 4.4.7: To study the relationship between self efficacy and academic performance of government higher secondary schools students of urban area

Null Hypothesis: There is no significant relationship between self efficacy and academic performance of government higher secondary schools students of urban area

The seventh sub objective of the main objective was to study the correlation between self efficacy and academic performance of government higher secondary schools students of urban area. In order to find out whether here exists any significant correlation in the self efficacy and academic performance of students of government school of urban area, correlation coefficient r-value has been calculated. The analysis of the results is shown in the Table 4.4.7.

Table 4.4.7: Relationship between Self efficacy and academic performance of students of government school of urban area.

Sr. No.	Dimension	Number	Mean	Std. Devi.	r- value
1	Self efficacy	150	36.4	7.9	0.337*
2	Academic performance	150	34.8	6.7	

***Significant Correlation at 0.05 level

Observation of the Table 4.4.7, shows that overall correlation between self efficacy and academic performance students of government school of urban area schools was 0.337* which is significant at 0.05 levels for df 298. It means self efficacy favors' the academic performance of students of government school of urban area schools. Thus the null hypothesis stating that "There is no significant relationship between self efficacy and academic performance of government higher secondary schools students of urban area" is rejected. The table also indicates that there is positive and significant relationship among the self efficacy with academic performance. The reason behind this result may be facilities provided for studies &

also awareness of education. Similar result were concluded by **Bandura (1977), Whitehead (2003), Seif *et al.* (2008).**

Sub Objective 4.4.8: To study the relationship between self efficacy and academic performance of private higher secondary schools students of urban area

Null Hypothesis: There is no significant relationship between self efficacy and academic performance of private higher secondary schools students of urban area

The eighth sub objective of the main objective was to study the correlation between self efficacy and academic performance of private higher secondary schools students of urban area. In order to find out whether here exists any significant correlation in the self efficacy and academic performance of students of private school of urban area, correlation coefficient r-value has been calculated. The analysis of the results is shown in the Table 4.4.8.

Table 4.4.8: Relationship between Self efficacy and academic performance of students of private school of urban area

Sr. No.	Dimension	Number	Mean	Std. Devi.	r- value
1	Self efficacy	150	36.8	8.1	0.358*
2	Academic performance	150	35.2	7.2	

***Significant Correlation at 0.05 level

Observation of the Table 4.4.8, shows that overall correlation between self efficacy and academic performance students of private school of urban area schools was 0.358* which is significant at 0.05 levels for df 298. It means self efficacy favors' the academic performance of students of private school of urban area schools. Thus the null hypothesis stating that "There is no significant relationship between self efficacy and academic performance of private higher secondary schools students of urban area" is rejected. The table also indicates that there is positive and significant relationship among the self efficacy with academic performance. The reason behind this result may be the new projects as well as new programs organized

by the private schools & colleges for the education. Similar results were concluded by **Bandura (1977), Whitehead (2003), Seif *et al.* (2008).**

Sub Objective 4.4.9: To study the relationship between self efficacy and academic performance of government higher secondary schools students of rural area

Null Hypothesis: There is no significant relationship between self efficacy and academic performance of government higher secondary schools students of rural area

The ninth sub objective of the main objective was to study the correlation between self efficacy and academic performance of government higher secondary schools students of rural area. In order to find out whether here exists any significant correlation in the self efficacy and academic performance of students of government school of rural area, correlation coefficient r-value has been calculated. The analysis of the results is shown in the Table 4.4.9.

Table 4.4.9: Relationship between Self efficacy and academic performance of students of government school of rural area

Sr. No.	Dimension	Number	Mean	Std. Devi.	r- value
1	Self efficacy	150	36.1	7.4	0.324*
2	Academic performance	150	34.5	6.1	

***Significant Correlation at 0.05 level

Observation of the Table 4.4.9, shows that overall correlation between self efficacy and academic performance students of government school of rural area schools was 0.324* which is significant at 0.05 levels for df 298. It means self efficacy favors' the academic performance of students of government school of rural area schools. Thus the null hypothesis stating that "There is no significant relationship between self efficacy and academic performance of government higher secondary schools students of rural area" is rejected. The table also indicates that there is positive and significant relationship among the self efficacy with academic performance. The reason behind this result may be the new projects as well as new programs organized by the private schools & colleges for the education. Similar results were concluded by **Bandura (1977), Keller & Dauenheimer (2003),**

Emmanuel et al. (2014), Kumari and Chamundeshwari (2015) and Agrawal and Teotia (2015).

Sub Objective 4.4.10: To study the relationship between self efficacy and academic performance of private higher secondary schools students of rural area

Null Hypothesis: There is no significant relationship between self efficacy and academic performance of private higher secondary schools students of rural area

The tenth sub objective of the main objective was to study the correlation between self efficacy and academic performance of private higher secondary schools students of rural area. In order to find out whether here exists any significant correlation in the self efficacy and academic performance of students of private school of rural area, correlation coefficient r-value has been calculated. The analysis of the results is shown in the Table 4.4.10.

Table 4.4.10: Relationship between Self efficacy and academic performance of students of private school of rural area

Sr. No.	Dimension	Number	Mean	Std. Devi.	r- value
1	Self efficacy	150	36.6	7.7	0.343*
2	Academic performance	150	35.1	7.2	

***Significant Correlation at 0.05 level

Observation of the Table 4.4.10, shows that overall correlation between self efficacy and academic performance students of private school of rural area schools was 0.343* which is significant at 0.05 levels for df. 298. It means self efficacy favors' the academic performance of students of private school of rural area schools. Thus the null hypothesis stating that "There is no significant relationship between self efficacy and academic performance of private higher secondary schools students of rural area" is rejected" is rejected. The table also indicates that there is positive and significant relationship among the self efficacy with academic performance. The reason behind this result may be the new ways & techniques used by government schools is improve the self efficacy in rural areas. Similar results were concluded by

Bandura (1977), Keller & Dauenheimer (2003), Emmanuel et al. (2014), Kumari and Chamundeshwari (2015) and Agrawal and Teotia (2015).

Sub Objective 4.4.11: To study the relationship between self efficacy and academic performance of male students of higher secondary schools of urban area.

Null Hypothesis: There is no significant relationship between self efficacy and academic performance of male students of higher secondary schools urban area.

The eleventh sub objective of the main objective was to study the correlation between self efficacy and academic performance of male students of higher secondary schools of urban area. In order to find out whether here exists any significant correlation in the self efficacy and academic performance of male students of urban area, correlation coefficient r-value has been calculated. The analysis of the results is shown in the Table 4.4.11.

Table 4.4.11: Relationship between Self efficacy and academic performance of male students of urban area

Sr. No.	Dimension	Number	Mean	Std. Devi.	r- value
1	Self efficacy	150	37.9	8.1	0.364*
2	Academic performance	150	36.1	6.5	

***Significant Correlation at 0.05 level

Observation of the Table 4.4.11, shows that overall correlation between self efficacy and academic performance of male students of urban area schools was 0.364* which is significant at 0.05 levels for df 298. It means self efficacy favors' the academic performance of male students of urban area schools. Thus the null hypothesis stating that "There is no significant relationship between self efficacy and academic performance of male students of higher secondary schools urban area" is rejected. The table also indicates that there is positive and significant relationship among the self efficacy with academic performance. The reason behind this result may be the government schools students of urban areas are affected due to family atmosphere. Similar results were concluded by **Bandura (1977), Keller &**

Dauenheimer (2003), Emmanuel et al. (2014), Kumari and Chamundeshwari (2015) and Agrawal and Teotia (2015).

Sub Objective 4.4.12: To study the relationship between self efficacy and academic performance of female students of higher secondary schools urban area.

Null Hypothesis: There is no significant relationship between self efficacy and academic performance of female students of higher secondary schools urban area.

The twelfth sub objective of the main objective was to study the correlation between self efficacy and academic performance of female students of higher secondary schools urban area. In order to find out whether here exists any significant correlation in the self efficacy and academic performance of female students of urban area, correlation coefficient r-value has been calculated. The analysis of the results is shown in the Table 4.4.12.

Table 4.4.12: Relationship between Self efficacy and academic performance of female students of urban area

Sr. No.	Dimension	Number	Mean	Std. Devi.	r- value
1	Self efficacy	150	38.2	8.3	0.372*
2	Academic performance	150	36.4	6.7	

***Significant Correlation at 0.05 level

Observation of the Table 4.4.12, shows that overall correlation between self efficacy and academic performance of female students of urban area schools was 0.372* which is significant at 0.05 levels for df 298. It means self efficacy favors' the academic performance of female students of urban area schools. Thus the null hypothesis stating that "There is no significant relationship between self efficacy and academic performance of female students of higher secondary schools urban area" is rejected. The table also indicates that there is positive and significant relationship among the self efficacy with academic performance. The reason behind this result may be the private schools & colleges new ways & techniques to focus on motivation. Self efficacy tends to improve significantly and commensurately with high academic performance for higher school students' enhancement in state self

efficacy might be relevant to positive mood effects on person's impressions. Similar results were concluded by **Bandura (1977), Keller & Dauenheimer (2003), Emmanuel et al. (2014), Kumari and Chamundeshwari (2015) and Agrawal and Teotia (2015).**

Sub Objective 4.4.13: To study the relationship between self efficacy and academic performance of male students of higher secondary schools of rural area.

Null Hypothesis: There is no significant relationship between self efficacy and academic performance of male students of higher secondary schools of rural area.

The thirteenth sub objective of the main objective was to study the correlation between self efficacy and academic performance of male students of higher secondary schools of rural area. In order to find out whether here exists any significant correlation in the self efficacy and academic performance of male students of rural area, correlation coefficient r-value has been calculated. The analysis of the results is shown in the Table 4.4.13.

Table 4.4.13.: Relationship between Self efficacy and academic performance of male students of rural area

Sr. No.	Dimension	Number	Mean	Std. Devi.	r- value
1	Self efficacy	150	37.2	7.8	0.357*
2	Academic performance	150	35.7	6.0	

***Significant Correlation at 0.05 level

Observation of the Table 4.4.13, shows that overall correlation between self efficacy and academic performance of male students of rural area schools was 0.357* which is significant at 0.05 levels for df 298. It means self efficacy favors' the academic performance of male students of rural area schools. Thus the null hypothesis stating that "There is no significant relationship between self efficacy and academic performance of male students of higher secondary schools of rural area" is rejected. The table also indicates that there is positive and significant relationship among the self efficacy with academic performance. The reason behind this result may be the private schools & colleges' new ways & techniques to focus on motivation. Self efficacy tends to improve significantly and commensurately with

high academic performance for higher school students' enhancement in state self efficacy might be relevant to positive mood effects on person's impressions. Similar results were concluded by **Bandura (1977), Keller & Dauenheimer (2003), Emmanuel et al. (2014), Kumari and Chamundeshwari (2015) and Agrawal and Teotia (2015).**

Sub Objective 4.4.14: To study the relationship between self efficacy and academic performance of female students of higher secondary schools rural area.

Null Hypothesis: There is no significant relationship between self efficacy and academic performance of female students of higher secondary schools of rural area.

The fourteenth sub objective of the main objective was to study the correlation between self efficacy and academic performance of female students of higher secondary schools rural area. In order to find out whether here exists any significant correlation in the self efficacy and academic performance of female students of rural area, correlation coefficient r-value has been calculated. The analysis of the results is shown in the Table 4.4.14.

Table 4.4.14: Relationship between Self efficacy and academic performance of female students of rural area

Sr. No.	Dimension	Number	Mean	Std. Devi.	r- value
1	Self efficacy	150	37.4	7.9	0.362*
2	Academic performance	150	35.9	6.2	

***Significant Correlation at 0.05 level

Observation of the Table 4.4.14, shows that overall correlation between self efficacy and academic performance of female students of rural area schools was 0.362* which is significant at 0.05 levels for df 298. It means self efficacy favors' the academic performance of female students of rural area schools. Thus the null hypothesis stating that "There is no significant relationship between self efficacy and academic performance of female students of higher secondary schools of rural area" is rejected. The table also indicates that there is positive and significant relationship among the various variance of self efficacy with academic performance. The reason

behind this result may be the private schools & colleges new ways & techniques to focus on motivation. Self efficacy tends to improve significantly and commensurately with high academic performance for higher school students' enhancement in state self efficacy might be relevant to positive mood effects on person's impressions. Similar results were concluded by **Bandura (1977), Keller & Dauenheimer (2003), Emmanuel et al. (2014), Kumari and Chamundeshwari (2015) and Agrawal and Teotia (2015).**

Chapter-5

SUMMARY AND CONCLUSION

CHAPTER 5

SUMMARY AND CONCLUSION

The main objective of the research was to study and analysis of "**A study of achievement motivation and self-efficacy of higher secondary school students in relation to their academic performance**." The research data are collected from different schools of the Allahabad District by collecting information from the students of the school by the help of questionnaire. The researchers used an educational motivation and self-efficacy instruments to determine the effect of it on the performance of the students. The achievement motivation and self-efficacy questionnaire contained 20 and 10 statements respectively.

The questions of the researcher are given below:

5. What is the difference between achievement motivation of private and Government school student of rural and urban area?
6. What is the difference between self efficacy of private and government school students of rural and urban area?
7. What is the relationship between achievement motivation and academic performance of higher secondary school students?
8. What is the relationship between self efficacy and academic performance of higher secondary school students?

STATEMENT OF THE PROBLEM

"A study of achievement motivation and self efficacy of higher secondary school students in relation to their academic performance"

OBJECTIVES OF THE STUDY

The objectives of this study are:-

9. To study the difference between achievement motivation of higher secondary school students on the basis of locale, gender and type of schools.
10. To study the difference between self efficacy of higher secondary school students on the basis of locale, gender and type of schools.
11. To study the significant relationship between achievement motivation and academic performance of higher secondary school students on the basis of locale, gender and type of schools.
12. To study the significant relationship between self efficacy and academic performance of higher secondary school students on the basis of locale, gender and type of schools.

HYPOTHESES OF THE STUDY

5. There is no significant difference in achievement motivation of higher secondary school students on the basis of locale, gender and type of schools.
6. There is no significant difference in self efficacy of higher secondary school students on the basis of locale, gender and type of schools.
7. There is no significant relationship between achievement motivation and academic performance of higher secondary school students on the basis of locale, gender and type of schools.
8. There is no significant relationship between self efficacy and academic performance of higher secondary school students on the basis of locale, gender and type of schools.

DELIMITATION OF STUDY

The study was confined to 600 students of class XI of Allahabad district. Government and private higher secondary schools of urban and rural area were selected for the purpose of study.

RESEARCH METHODOLOGY

The main objective of this study was to study of achievement motivation and self efficacy of secondary school students in relation to their academic performance in Allahabad District. The present study belongs to survey method under the descriptive research. Descriptive research, also referred to as survey research (Gay &Airasian, 2000), is mainly concerned with "attitudes, opinions, preferences, demographics, practices, and procedures". According to Gay & Airasian (2000), "descriptive data are usually collected by questionnaire, interview, telephone, or observation"

Population

There are total 640 higher secondary school in Allahabad (Census, 2011). The population of the study comprised of all the higher secondary students (class 11^{th}) studying in U.P. board of Allahabad. The district of Allahabad is one of the most populous districts of Uttar Pradesh. It supports a population of 59, 59,798 persons. The percentage of male and female population is 52.58 and. 47.42 per cent respectively. The population among the 20 blocks of Allahabad district varies from 1, 51,080 in Kondiyaar to 3, 97,184 in Koarihar.

Sample

Total of 100 (20 government and 80 private) higher secondary schools were selected to collect the sample from Allahabad District. The stratified random sampling method was used to collect the sample. Three stage stratified random sampling has been used to draw the sample of respondents from selected schools. A total of 600 respondents were selected to participate in the study. Details of the sampling plan are given in Table 5.1.

Table 5.1: Sample plan of the research

Type of school	Gender	Urban	Rural	Total
Government	Male	75	75	150
	Female	75	75	150
Private	Male	75	75	150
	Female	75	75	150
Total		300	300	600

Tools Used

To carry out any type of research investigation, data is gathered from which the hypothesis may be tested. The meaningfulness of results of any research work depends not only on method and procedure, data analysis or result interpretations but also on the appropriateness of the tools and measures employed in the study. They should be appropriate, reliable and valid as well as suitable for the kind of sample involved in research work. In order to attain the objective of the study, tools to measure Achievement Motivation and Self Efficacy were needed. For present study following tool was used:-

The following tools was used for the present study:

- Academic Achievement Motivation Test (AAMT) by Rao, G.D. (2010).
- General Self-Efficacy Scale by Sud, S. (2008)
- Academic performance – Final Result of Class X.

Data Analysis

The analysis of the data collected was done at the end of the data collection. The responses were classified and summarized on the basis of the information provided by the respondents. The analysis was done using both qualitative and quantitative tools. With the quantitative tools, the current version of Statistical Product and Services Solution (SPSS) data analysis program, Microsoft excel, absolute figures,

tables, percentages, and statistical tools such as graphs, charts, maps, diagrams were used.

Statistical technique used

- Mean
- Standard Deviation
- t-value
- Product Movement Correlation

FINDINGS OF THE STUDY

Findings related to Achievement motivation of higher secondary school students on the basis of locale, gender and type of school.

1. There is significant difference in motivational achievement of rural and urban area students studying in higher secondary school of Allahabad district. The direction of difference in motivational achievement was in favor of urban area students.
2. There is significant difference in motivational achievement of government and private school students studying in higher secondary school of Allahabad district. The direction of difference in motivational achievement was in favor of private school students.
3. There is significant difference in motivational achievement of male and female students studying in higher secondary school of Allahabad district. The direction of difference in motivational achievement was in favor of female school students.
4. There is significant difference in motivational achievement of urban area students studying in government and private schools of Allahabad district. The direction of difference in motivational achievement was in favor of private school students.
5. There is significant difference in motivational achievement of rural area students studying in government and private schools of Allahabad district. The direction of difference in motivational achievement was in favor of private school students.

6. There is no significant difference in motivational achievement of male and female students studying urban area school of Allahabad district.
7. There is no significant difference in motivational achievement of male and female students studying rural area school of Allahabad district.
8. There is significant difference in motivational achievement of male and female students studying in government school of Allahabad district. The direction of difference in motivational achievement was in favor of male student of government school students.
9. There is significant difference in motivational achievement of male and female students studying in private school of Allahabad district.

Findings related to Self efficacy of higher secondary school students on the basis of locale, gender and type of school.

1. There is significant difference in self-efficacy of rural and urban area students studying in higher secondary school of Allahabad district. The direction of difference in self-efficacy was in favor of urban area students. This indicated that the self-efficacy of urban area students were more than rural area higher secondary school of students of Allahabad district.
2. There is significant difference in self-efficacy of government and private school students studying in higher secondary school of Allahabad district. The direction of difference in self-efficacy was in favor of private school students.
3. There is significant difference in self efficacy of male and female students studying in higher secondary school of Allahabad district. The direction of difference in self-efficacy was in favor of females students.
4. There is significant difference in self efficacy of urban area students studying in government and private schools of Allahabad district. The direction of difference in self-efficacy was in favor of private schools students.
5. There is significant difference in self-efficacy of rural area students studying in government and private schools of Allahabad district. The direction of difference in self-efficacy was in favor of private school students.
6. There is no significant difference in Self efficacy of male and female students studying urban area school of Allahabad district.

7. There is no significant difference in Self efficacy of male and female students studying urban area school of Allahabad district.
8. There is no significant difference in self-efficacy of male and female students studying rural area school of Allahabad district. This indicated that the self-efficacy of female students were more than male students of government school of students of Allahabad district.
9. There is significant difference in self-efficacy of male and female students studying in private school of Allahabad district. The direction of difference in self-efficacy was in favor of female student of private school students.

Findings related to relationship between Achievement motivation and academic performance of higher secondary school students.

1. There is significant relationship between achievement motivation and academic performance of higher secondary school students of rural area. So it is found that there is positive and significant relationship between achievement motivation and academic performance of higher secondary school students of rural area.

2. There is significant relationship between achievement motivation and academic performance of higher secondary school students of urban area. There is positive and significant relationship between achievement motivation and academic performance of higher secondary school students of urban area.

3. There is significant relationship between achievement motivation and academic performance of government students of higher secondary schools. This also indicates that academic performance is positively and significantly correlated with achievement motivation of secondary students studying in higher secondary schools of Allahabad.

4. There is significant relationship between achievement motivation and academic performance of private higher secondary schools students. So it is found that there is positive and significant relationship between achievement motivation with academic performance.

5. There is significant relationship between achievement motivation and academic performance of male students of higher secondary school. This also indicates that there is positive and significant relationship between achievement motivation with academic performance with respect to male students of higher secondary school.

6. There is significant relationship between achievement motivation and academic performance of female students of higher secondary schools. So it is found that there is positive and significant relationship between achievement motivation and academic performance of female students of higher secondary schools.

7. There is significant relationship between achievement motivation and academic performance of government higher secondary schools students of urban area. This also indicate that there is positive and significant relationship between achievement motivation and academic performance of government higher secondary schools students of urban area.

8. There is significant relationship between achievement motivation and academic performance of private higher secondary schools students of urban area. This also indicate that there is positive and significant relationship between achievement motivation and academic performance of private higher secondary schools students of urban area.

9. There is significant relationship between achievement motivation and academic performance of government higher secondary schools students of rural area. This also indicate that there is positive and significant relationship between achievement motivation and academic performance of government higher secondary schools students of rural area.

10. There is significant relationship between achievement motivation and academic performance of private higher secondary schools students of rural area**.** So it is found that there is positive and significant relationship between achievement motivation and academic performance of private higher secondary schools students of rural area**.**

11. There is significant relationship between achievement motivation and academic performance of male students of higher secondary schools urban area. This also indicate that there is positive and significant relationship between achievement motivation and academic performance of male students of higher secondary schools urban area.

12. There is significant relationship between achievement motivation and academic performance of female students of higher secondary schools urban area. This also indicate that there is positive and significant relationship between achievement motivation and academic performance of female students of higher secondary schools urban area.

13. There is significant relationship between achievement motivation and academic performance of male students of higher secondary schools rural area. So it is found that there is positive and significant relationship between achievement motivation and academic performance of male students of higher secondary schools rural area.

14. There is significant relationship between achievement motivation and academic performance of female students of higher secondary schools rural area. This also indicate that there is positive and significant relationship between achievement motivation and academic performance of female students of higher secondary schools rural area.

Findings related to relationship between Self efficacy and academic performance of higher secondary school students.

1. There is significant relationship between self efficacy and academic performance of higher secondary school students of rural area. This also indicate that there is positive and significant relationship between self efficacy and academic performance of higher secondary school students of rural area.

2. There is significant relationship between self efficacy and academic performance of higher secondary school students of urban area. So it is found that there is positive and significant relationship between self efficacy and academic performance of higher secondary school students of urban area.

3. There is significant relationship between achievement motivation and academic performance of government higher secondary schools students. This also indicate that there is positive and significant relationship between achievement motivation and academic performance of government higher secondary schools students.

4. There is significant relationship between self efficacy and academic performance of private higher secondary schools students. This also indicate that there is positive and significant relationship between self efficacy and academic performance of private higher secondary schools students.

5. There is significant relationship between self efficacy and academic performance of male students of higher secondary schools. So it is found that there is positive and significant relationship between self efficacy and academic performance of male students of higher secondary schools.

6. There is significant relationship between self efficacy and academic performance of female students of higher secondary schools. This also indicate that there is positive and significant relationship between self efficacy and academic performance of female students of higher secondary schools.

7. There is significant relationship between self efficacy and academic performance of government higher secondary schools students of urban area. So it is found that there is positive and significant relationship between self efficacy and academic performance of government higher secondary schools students of urban area.

8. There is significant relationship between self efficacy and academic performance of private higher secondary schools students of urban area. This also indicate that there is positive and significant relationship between self

efficacy and academic performance of private higher secondary schools students of urban area.

9. There is significant relationship between self efficacy and academic performance of government higher secondary schools students of rural area. So it is found that there is positive and significant relationship between self efficacy and academic performance of government higher secondary schools students of rural area.

10. There is significant relationship between self efficacy and academic performance of private higher secondary schools students of rural area. This also indicate that there is positive and significant relationship between self efficacy and academic performance of private higher secondary schools students of rural area.

11. There is significant relationship between self efficacy and academic performance of male students of higher secondary schools urban area. So it is found that there is positive and significant relationship between self efficacy and academic performance of male students of higher secondary schools urban area.

12. There is significant relationship between self efficacy and academic performance of female students of higher secondary schools urban area. This also indicate that there is positive and significant relationship between self efficacy and academic performance of female students of higher secondary schools urban area.

13. There is significant relationship between self efficacy and academic performance of male students of higher secondary schools of rural area. So it is found that there is positive and significant relationship between self efficacy and academic performance of male students of higher secondary schools of rural area.

14. There is significant relationship between self efficacy and academic performance of female students of higher secondary schools of rural area. This also indicate that there is positive and significant relationship between

self efficacy and academic performance of female students of higher secondary schools of rural area.

EDUCATIONAL IMPLICATIONS

Based on the results of the study the following recommendations have been outlined:

- Academic motivation is crucial to a student's academic success at any age. Because students form self-concepts, values, and beliefs about their abilities at a young age, the development of early academic motivation has significant implications for later academic careers. A great deal of research has found that students high in academic motivation are more likely to have increased levels of academic achievement.
- According to the findings and research review, the achievement motivation plays an important role in predicting students' future success or failure. Therefore, it is crucial to put special emphasis on forming high level of students' need for achievement through special training programs.
- Data analyses showed that self-efficacy was positively related to academic performance. Developing self efficacy could increase academic performance and could affect vocational guidance, promoting choices in which student feel more competent. Therefore, as long as they are provided with the opportunity and training to have high self-efficacy beliefs, they can be enabled to grow up to be self-efficient individuals and to overcome the problems they face in a educational stages or in their future life.
- Proper environment, proper interest, facilities and proper motivation should be provided for gaining information about physiological and emotive reactions to a particular task. So the educational planners and administrators should be more conscious about self-efficacy of students.
- Curriculum developers should design programmes and courses that will motivate students to think critically and to enhance their self- efficacy.
- Attitude of parents and teachers towards the children should be cooperative and academically motivate them. They must be provided congenial environment at home.
- Self influence and self efficacy are the factors effecting the students inter personal performance and characteristics due to low self efficacy scholars

much not able to perform on their full abilities. While in case of higher self efficacy leads to greater achievements and improving in academic performance. Also successive academic achievements maintain self efficacy to improve higher.

- Self efficacy can be measure in terms of achievement but there is such difference between self efficacy and motivation. Due to influence of high-self efficacy it is not necessary performance can be achieved it goes under achievement because of high expectations. So it is not necessarily surprising to expect optimum level of self efficacy for motivation.
- Academic performances should organise guidance programmes such as workshops, symposia, and public lectures periodically for higher secondary school students to equipped them with the needed skills to enhance their self-efficacy.
- Counselling centres should be put in placed in all higher secondary Schools to help students build their positive self- efficacy since positive self- efficacy has a strong correlation with academic performance.
- Parents should adopt parenting styles that will enhance achievement motivation and in still high self-efficacy in their student in order to help them perform well in school.
- Develop innovative educational practices that focus on student-centered learning (e.g., through active learning, peer-based/mediated learning, and teacher as facilitator of learning).
- Encourage collaboration of the various sectors that provide services for youth, including government agencies (e.g., education and health ministries), religious organizations, non-governmental organizations, schools, parents, and community members.
- Encourage Teachers' to develop positive attitudes towards students in schools.
- Establish smaller class sizes thereby allowing greater opportunities for individual student-teacher interaction and for teachers to develop supportive and positive relationships with students.
- Present study seeks to explore how achievement motivation of a person plays an important role in shaping his behaviour.

- To summarize, the present research presents a predictive instrument of achievement motivation and Academic performance that can be utilized by parents, teachers, administrators and guidance personnel's for substantially enhancing the academic performance of students, especially for those studying in Secondary level.
- In younger's the growth responsible for their mental, intellectual and behavioral performance because of their grown and hormonal changes during in this age they perform much better in terms of conceptual thinking, and in this even teachers also played a vital role to develop their performance characteristics and skills.
- In such case it is shown that self efficacy and procurement also differs. Self efficacy had been considered specifically on analytics i.e. mathematics, science and reading. Research shows that success in specific subject or area does effect the intellectuality and behavior on scholars. Whereas scholars of low self efficacy exhibiting the behavioral problems, so the merits of area or tasks specific procurement on self efficacy considerable on overall growth.
- Studies say the correlation of self image and self efficacy lead to implications in guardians as well as teachers. So practice needed to find the low self efficacy scholars in to figure out their specific problems and rectify low self efficacy. Practices to rectify the low self efficacy by parents and teachers are; non judgmental acceptance of the adolescents, genuineness and empathy, these are the factors to emphasize the quality and improvement of self efficacy into scholars for their development.
- Socially it considered that self conceptual abilities and group activities also improves the self efficacy. Self proving capability on performing group tasks by indulging to lead the subject also enhances the scholars self efficacy because is such group tasks and self concept low self efficacy scholars also perform when they have challenging environment and could improve. So tests shows that self concept and group activity also to do, to enhance self efficacy into scholars for development.
- Finally the facts conclude that parents and teachers favorable and positive attitude may establish a better social and positive Ethiopic environment in school and home. Even good counseling skills between parents and teachers

towards adolescents also develop high self efficacy. One implication here is educated social community also has responsibility to provide a vital working environment for teachers which improves their personal growth also, so it may reflect on scholars on their academic achievements.

SUGGESTIONS FOR FURTHER STUDIES

The present research tries to bring out the relationship between academic motivation and self efficacy and academic performance at secondary school students. But any study, however, wide it may be, its scope cannot claim to be all inclusive and points out the scope for further investigation with other equally relevant variables. In an attempt for solution of the problem, new problems arise. It is from this point of view, some suggestions are being made for further investigation of some of the important issues that seem to originate from the present work.

- Effectiveness of achievement motivation on academic performance can be undertaken for students of other grade levels.
- Effectiveness of achievement motivation on academic performance can be studied for students exposed to UP Board and CBSE curricula.
- Effect of achievement motivation and self efficacy interest can be studied separately for different levels of academic performance.
- The study can also be conducted with the sample of primary and senior secondary school students.
- The study can be conducted to compare with senior students.
- A study of special group of students may be undertaken.
- A comparative study of similar type may be conducted on rural and urban students.
- The most puzzling result of this study was the low contribution of self efficacy in determining the academic performance of the students. This has made the investigator curious to know about the causes underlying this state of affairs. The investigator is therefore of the opinion that it would be meaningful if further research in this area is conducted.
- They should be helped irrespective of assistance in terms of energy, effort, time or money. Students are an invaluable national asset; they support the future of the Nation. Their motivation and self-optimism towards academic

achievement should not be decreased and decayed. They must always be encouraged towards academic excellent throughout the time and phases. In their hands lie the fate of the future of the Nation, be it whether it will continuously soar to the pinnacle of excellence or fall down tumbling without defense. All parents, teachers, local authorities and non-governmental bodies should take the initiative in a holistic manner and take up the intensive mobilization efforts in strengthening the academic success of students. Success achieved by them will be success enjoyed together. Academic failure among students should be addressed so that the future.

- Academic counselors should organize guidance programmes such as workshops, symposia, and public lectures periodically for high school students to equipped them with the needed skills to enhance their self-concept.
- Counseling centres should be put in placed in all High Schools to help students build their positive self-concept since positive self-concept has a strong correlation with academic performance.
- Teachers and educators must focus on intrinsic motivation which will have greater impact on students in achieving high academic performance in the absence of external rewards.
- Parents should adopt parenting styles that will enhance motivation and instill high self-efficacy in their children in order to help them perform well in school.
- Curriculum developers should design programmes and courses that will motivate students to think critically and to enhance their self-concept.
- Quiz competitions, class presentations and inter school debates should be organized for students in order to enhance their self-concept.
- Academic self-efficacy from theory to practice.
- Self-efficacy and thinking styles in learning situation an empirical study.
- Students perception of competence, its influence on achievement motivation.

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