



ASSESSMENT OF ACHIEVEMENT MOTIVATION AMONG MADRASA STUDENTS AND SCHOOL STUDENTS

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Abstract

Motivation is the basic drive for all of our actions. Motivation refers to the dynamics of our behavior, which involves our needs, desires, and ambitions in life. Achievement motivation is based on reaching success and achieving all of our aspirations in life. Achievement goals can affect the way a person performs a task and represent a desire to show competence (Harackiewicz, Barron, Carter, Lehto, & Elliot, 1997).

The present investigation is aimed to conduct a comparative study of Achievement Motivation among Madrasa Students and School Students. Achievement motivation scale (AMS) developed by Beena Shah (1986) was used in the present study. The AMS based on forced-choice contains 40 items distributed over four dimensions: (1) Need for Academic Success (2) Need for Vocational Achievement (3) Need for Social Achievement and (4) Need for Skill Achievement was administered on 100 Madrasa 100 school students from different place of Aligarh. Results showed significant difference among Madrasa and School students.

Keywords: Achievement Motivation, Madrasa students and School students

Introduction

Society demands Madrasa as a formal educational institutions based on religion in a planned and strategic must be able to improve the quality of educational activities, especially in terms of internal, namely personal manager especially headmaster and teachers and other education personnel. Headmaster is the deciding factor (determinant) success in the management of Madrasa to improve students' academic achievement and skills. Headmaster also plays a role in the process of planning, organizing, implementing, directing and leading all association programs and lists all power sources in order to achieve the objectives set. As a manager with its cleverness and intelligence seek and strive various interrelated activities to achieve objectives.

Students academic gain and learning performance is affected by numerous factor including gender, age, teaching faculty, students schooling, father/guardian social economic status, residential area of students, medium of instructions in schools, tuition trend, daily study hour and accommodation as hostelrys or day scholar. Many researchers conducted detailed studies about the factors contributing student performance at different study levels. Graetz (1995) suggested “A student educational success contingent heavily on social status of student’s parents/ guardians in the society. Considine and Zappala (2002) noticed the same that parent’s income or social status positively affects the student test score in examination. According to Minnesota (2007) “the higher education performance is depending upon the academic performance of graduate students. Durden and Ellis quoted Staffolani and Bratti, (2002) observed that “the measurement of students previous educational outcomes are the most important indicators of students future achievement, this refers that as the higher previous appearance, better the student’s academic performance in future endeavours.

Lot of studies have been conducted in the area of students achievement and these studies identify and analyze the number of factors that affect the academic performance of the student at school, college and even at university level. Their finding identify students' effort, previous schooling, parent's educational background, family income, self motivation of students, age of student, learning preferences and entry qualification of students as important factors that have effect on student's academic performance in different setting. The utility of these studies lies in the need to undertake corrective measures that improve the academic performance of graduate students.

Achievement motivation can be defined as the need for success or the attainment of excellence. Individuals will satisfy their need through different means, and are driven to succeed for varying reasons both internal and external. Achievement motivation is another important personality related phenomenon which forms the basis for good quality of life. Achievement motivation refers to the behavior of an individual who strive to accomplish something to do his best to excel in performance. This involves competition with a particular standard of the excellence of performance. Achievement motivation influences learning and personality development of students. Individuals with high achievement motivation are self confident, function well in situation where they assume personal responsibility and can control what happens to them. They set challenging and realistic goals. They are neither satisfied with success that comes from attaining easy goals nor do they try to consider as impossible tasks.

Most students tend to fall somewhere in the middle of this achievement scale between extremely high achievers and those who may not achieve at all (Alschuler, 1973). Everyone has a need to achieve and a fear of failure, but these needs vary from person to person and From

situation to situation. Each student acts on the levels of motivation differently, but some students are predisposed to having little desire to accomplish certain tasks (Atkinson, 1999).

Achievement motivation is based on reaching success and achieving all of our aspiration in life. Achievement goals can affect the way a person performs a task and represent a desire to show competence (Harackiewicz, Barron, Carter, Lehto & Elliot, 1997).

Significance of study

The main focus of our study is to examine the achievement motivation among Madrasa students and School students.

Research Objectives

The present study was design to explore the following research objectives:

1. To examine the Achievement Motivation among Madrasa students and School students.
2. To make dimension wise (i.e. NAS, NVA, NSA & NSK) comparison between Madrasa students and School students.

Methodology

Design of the study

In this study two randomized group design was used. Group 1(Madrasa students) and Group 2 (School students).

Sample

Subjects for the present study comprised of 200 students. They were selected on the basis of purposive random sampling. Subjects were divided on the basis of school students and Madrasa students. Out of 200 students, 100 students were drawn from School students (like

Aligarh public school, AMU City girls high school, Iqra public School, Islamic nursery and primary school upper fort Aligarh etc) and 100 students from Madrasa students,(like, Madrasa Islamia Arabia Masjid, Madrasa Lutfia Arabia, Madrasa Tameer-e-millat) in Aligarh District (U.P) India. The minimum age range of the students is 12 and maximum is 18.

Tools:

Achievement Motivation Scale (AMS)

Achievement Motivation Scale was constructed and standardized by Shah (1986). The AMS based on forced-choice contains 40 items distributed over four dimension: (1) Need for Academic Success (Item Nos.2,3,11 ,14,18, 21,26, 31,37,40); (2) Need for Vocational Achievement (Item Nos. 1,5,9,13,16,17, 19,20,33,36); (3) Need for Social Achievement (Item Nos.4,7,12,15, 22,23,27,34,38,39) and (4) Need for Skill Achievement (Item Nos. 6,8,10,24,25,28,29,30,32,35). Each statement is followed by three alternative responses. The alternatives are arranged in order to one's inclination towards achievements in the areas of academic, vocation, social context and skills. Weightage 1, 2 and 3 were awarded for alternatives (a), (b) & (c) respectively of any statement. Thus the value lies between 40 to 120. Cronbach alpha of the scale was found to be 0.6.

Procedure

The researcher obtained permission from all the Principals/ Headmasters of the school and Madrasa, to collect the data from the students. An interactive orientation briefing was organized that focused on the purpose of the study and the need to answer all the questions frankly. Participants enrolled by class as a unit and groups of 35-40 students filled up the Achievement Motivation Scale. The students were informed about the nature of the study and assured that your response will be keep confidential.

Data Analysis

The data were analyzed by means of t-test to examine differences between the mean scores of School students and Madrasa students obtained on Achievement Motivation Scale. A statistical package for social sciences (SPSS, 16.0 versions) was applied for the purpose.

Result and Discussion

Table 1: Showing mean scores of two groups (MS=Madrasa students and SS=School students), SD and t-value.

Group	N	Mean	SD	t value	p
MS	100	79.69	9.89	5.32	>.05
SS	100	87.45	10.69		

Table 1: The mean score of Madrasa students is 79.69 and the mean score of School students is 87.45. The t-value is 5.32 which is highly significant at 0.01 level, indicating that Madrasa students and School students differ on Achievement Motivation. In the light of this finding, we can safely conclude that School students having high achievement motivation than Madrasa students. Low achievement motivation among Madrasa students can be explained as a result of their perception that their mode of academic is not much professionally oriented as compared to the students of studying in traditional school system.

Table 2: Showing mean scores of two Groups (MS=Madrasa students and SS=School students) with four dimensions of Achievement Motivation Scale, SD and t-value.

Dimensions	Group	Mean	S.D	t-value
Need for Academic Success	MS	26.25	9.97	4.85
	SS	43.14	10.11	
Need for Vocational Achievement	MS	37.29	9.50	5.85
	SS	45.31	7.89	
Need for Social Achievement	MS	31.91	9.18	7.72
	SS	39.46	9.47	
Need for Skill Achievement	MS	32.20	3.30	6.90
	SS	35.609	3.82	

When we comparison between Madrasa students and School students on four dimension of AMS i.e. Need for Academic Success (NAS), Need for Vocational Achievement (NVA), Need for Social Achievement (NSA) and Need for Skill Achievement (NSK). This dimension wise comparison is given in Table 2.

Table 2: reveals the mean score on the dimension of Need for Academic Success of AMS Madrasa students is 36.25 and the mean score of School students is 43.14. The t-value is 4.85 which is again significant at 0.01 level. The result clearly revealed that School students are higher on Need for Academic Success than the Maradsa students.

The mean score on the dimension of Need for Vocational Achievement Madrasa students is 37.29 and the mean score of School students is 45.31. The t-value is 5.85, which is highly significant at 0.01 level, indicating that School students having high Vocational Achievement than the Madrasa students.

The mean score on the dimension of Need for Social Achievement Madrasa students is 31.91 and the mean score of School students 39.46. The t-value is 7.72, which is highly

significant at 0.01 level, indicating that School students having high Vocational Achievement than the Madrasa students.

The last dimension i.e. Need for Skill Achievement the mean score of Madrasa students 32.20 and the mean score of School students 35.67. The t-value is 6.90, which is again highly significant at 0.01 level, indicating that School students having high Skill Achievement than the Madrasa students.

Conclusion

We can conclude that School students have higher Achievement Motivation than the Madrasa students on composite Achievement Motivation (total achievement motivation). Moreover, School student having higher need for Academic Success, Vocational Achievement, Social Achievement, and Skill Achievement. For some Muslim children, Madrasa is only source of formal education that is available. For other it is supplementary to secular basis education provided in primary and secondary Schools.

School factor associated with higher performance including the qualifications and professional practice of teachers and principal, the numbers of resources in the school and the amount instruction and home work, while larger school size appeared to be associated with higher achievement, it was not a school size that made the difference but the association of increased size with factor such as more recourses, more qualified teachers and better facilities.

Suggestion

Academic institutions of state and national level must strive to launch programmes which enable these Madrasa students to come on Par with students coming from normal/traditional

schooling system. An instance of such programmes is Bridge initiative launched by Aligarh Muslim University, which provides a system that enables Madrasa students to take direct admission in UG courses being run by A.M.U., Aligarh.

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