ACHIEVEMENT MOTIVATION AMONG SLOW LEARNERS IN

HIGHER SECONDARY SCHOOLS IN TIRUCHIRAPALLI CITY

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ABSTRACT

Achievement motivation is essential for all children which helps them to build their confidence and achieve better .School children when they does not have achievement motivation they are not interested in studies that leads to dropouts.The reasons for children disinterest in studies should be found out by the social workers or teachers. The school becomes substitute for home and teacher as substitute for mother. The school education enhances the children for socialisation (C.L.Kundu D.N.Tutoo, 1988). School is an active and formal agency of education. It is an organised institutions in which the potentials of children are shaped out and their behaviours are controlled by the teacher by imparting education. School is a connecting link between Home and the outside world.(Dr.Sanjay Bhattacharya,2008). Raymont says "The school is a Half- way house between the entirely domestic life of early childhood and the larger life awaits the youth when he quits his parental roof

KEYWORDS: Achievement Motivation, School, Dropouts

INTRODUCTION

Historically the term slow learners is relatively a new term being used for the type of learners traditionally known as backward pupils in schools. It was evolved and carried by the American educational psychologists for being used to a group of less able students with IQ between 70-85. The students of this group are not considered eligible for receiving special education services by the USA state governments. During the last several years there has been increased interest in the education of slow learners, otherwise known as backward pupils in school. In India, we make use of the term 'Slow learners' as an umbrella term covering fairly large group of students whose rate of learning is slowed down by one or more factors of which, limited ability may be the one. The common factor with all pupils seen was some measure of educational retardation. Slow learners are described by their specific academic weakness.(Panda,2000 pp.232-33). Retardation or backwardness in terms of the rate of learning and academic performance of a child in comparison to that of his/her classmates may be said as the main criteria or a common trait for labelling a child as slow learner.(S.K.Mangal.,2009)

A normal child who does not have any physical factors or intellectual factors that contribute to slow learning like mental retardation, learning disabilities, speech and language disorders, brain damage etc can be helped to overcome the problem of slow learning by identifying the causes of slow learning. The children from privileged homes and well-to-do families are provided the best amenities of life and good education whereas children belonging to poor families on the other hand are denied even the basic necessities of life. This impairs their capacity for learning and they become backward.(Aruna Mohan., 2005)

Importance of Motivation in Learning

In school learning, motivation involves arousing, sustaining any desirable conduct C.F.Skinner (1947). Educators have considered motivation as the "well-spring of all learning" (Dr.R.A.sharma, 2005). Motivation is the very heart of learning process. Adequate motivation not only sets in motion the activity which results in learning but also sustains and directs it (Prof. John J. Ryan). The organism must be motivated to learn (McConnell). The problem of motivation lies at the very heart of a sound educational programme. Motivation is indispensible to learning. (Gates).

Motivation is generally defined as internal condition that stimulates, direct and maintains behaviour. There is a strong relationship between learning and motivation. According to Abraham Maslow when the need for love and belongingness are met, individual can then focus on higher level needs of intellectual achievement. At this stage urge to learn increases (Wool folk, 2004). Motivating students to learn in school is a topic of great concern for educationist today. Motivating students so that they can succeed in school is one of the greatest challenges of this century. Lack of motivation is a big hurdle in learning and a pertinent cause in the deterioration of Education Standards.

RESEARCH METHODOLOGY

Aim and Objectives

The primary focus of the study is to identify the level of achievement motivation among slow learners.

- 1. To portray the physical self concept of the respondents

- To identify the Emotional self concept of the respondents

- To measure the academic self concept of the respondents

- To assess the achievement motivation of the respondents

- To know the level of overall motivation of the respondents

Hypotheses

- There is a significant relationship between Age and various dimensions of motivation

- There is a significant relationship between Gender and various dimensions of motivation

Research Design

The researcher had adopted descriptive design as the study aims at describing the motivational level among slow learners.

Universe and Sampling Procedure

Among ten aided higher secondary schools in Tiruchirapalli city the researcher selected 4 schools using simple random sampling- Lottery method. The selected schools were KAP Higher secondary school, Bishop Heber Boys Higher Secondary School, CSI Methodist Girls Higher Secondary School, Little Flower Girls Higher Secondary School. From these schools slow learners were identified from VIII, IX and XI standard were considered to be the universe for the present study which constituted of 320 students. Hence the universe is 320.

Sampling Procedure and Sampling Size

From each selected schools the researcher used census method to select slow learners from VIII std, IX std and XI std.The children were selected based on academic performance during the academic year 2012- 2013.Students who have failed in 3 or more subjects throughout the academic year were considered for the study. Hence the present study constitute of 320 slow learners.

Table 1

S. No	Name of the School	VIII	IX	XI	Total
1	KAP Hr.sec School	42	26	17	**85**
2	CSI Methodist girls Hr.sec school	38	24	14	**76**
3	Bishop Heber boys Hr.sec school	30	19	23	**72**
Table 1: Contd.,					
4	Little flower girls Hr.sec school	46	21	20	**87**
	Total	**156**	**90**	**74**	**320**

Tools of Data Collection

The researcher used Multi dimensional motivation Test inventory developed by Roma pal (1972) the reliability coefficient for the present study is found to be 0.780 using split half method. The researcher also used interview schedule to collect socio demographic data from the respondents.

Table 2: Distribution of Respondents Based on Various Dimensions of Motivation

S.No	Variables	No. of Respondents (n =320)	Percentage
1	**Physical Self Concept** Low Level High Level	164 156	51 49
2	**Emotional self concept** Low Level High Level	183 137	57 43
3	**Social Self Concept** Low Level High level	189 131	59 41
4	**Locus of control** Low Level High level	171 149	53.4 46.6
5	**Academic Self concept** Low Level High Level	172 148	53.7 46.3
6	**Achievement motivation** Low Level High level	181 139	56.6 43.4
7	**Overall Motivation** **Low Level** **High Level**	165 155	52 48

Table 3: Difference between Gender of the Respondents and Various Dimensions of Motivation

S. No	Gender and Dimensions of Motivation	Mean	Standard. Deviation	Statistical Inferences
1	**Physical self concept** Male(n:157) Female(n:163)	38.2102 35.3129	5.06880 4.56844	t=5.374 P<0.05 **Significant**
2	**Emotional self concept** Male(n:157) Female(n:163)	34.9427 33.2638	5.35442 4.70727	t=2.982 P<0.01 **Significant**
3	**Social self concept** Male(n:157) Female(n:163)	37.3758 36.0798	5.09828 5.25754	t=2.237 P<0.05 **Significant**
4	**Locus of control** Male(n:157) Female(n:163)	35.5605 34.6074	3.72335 4.22140	t=2.139 P<0.05 **Significant**
5	**Academic self concept** Male(n:157) Female(n:163)	35.5478 34.3926	4.17017 4.01914	t=2.523 P<0.05 **Significant**
6	**Achievement Motivation** Male(n:157) Female(n:163)	37.4013 35.4233	4.46763 4.79055	t=3.816 P<0.01 **Significant**
7	**Overall motivation** Male(n:157) Female(n:163)	219.0382 209.1411	20.56662 18.93781	t=4.481 P<0.01 **Significant**

Major Findings

48percent of the respondents have high level of overall motivation where as 52 percent of the respondents have low level of overall motivation.

There is significant relationship between age of the respondents and various dimensions namely Academic self concept, Achievement motivation, Physical self concept, emotional self concept and overall motivation while there is no significant relationship between age of the respondents and dimensions of social self concept and locus of control.

There is a significant difference between gender of the respondents and various dimensions namely physical self concept, Emotional self concept, social self concept, locus of control, academic self concept, achievement motivation and overall motivation.

Suggestions

The physical self concept is the fundamental need or motivation. The family or the environment in which the children are brought up should not give a negative impact about their physical appearance. This may affect the future of the children and this may be one of the reason for slow learning.The emotional aspects of children should be considered by their parents, teachers and social workers. The children irrespective of their age are very sensitive and sometimes demotivated and that has a great impact on academic performance. The children are immature and take emotional decisions. These children need proper guidance and assistance. The social worker has a great role to play by analysing the strategies to deal with the situation by involving and interacting with the parents and teachers.The confidence level of children is high when the locus of controls internal i.e. (self control). When the children grow they should be able to determine their need. The confidence level should be increased through positive reinforcement.The achievement

motivation of the slow learners should be triggered. Once the slow learners tastes the fruit of success get motivation and may try to sustain the success. What they need is some tips to succeed.The mean score in various dimensions of motivation are high among male children compared to female children. Male children have more exposure to outside world and may be preferred by family hence the motivation may be high among male children. So motivational programmes can be organised specially for female

CONCLUSIONS

The children need a good environment which has to be provided by the parents, teachers and society at a large.The importance of education should be emphasized to the children.The schools can appoint socialworkers to deal with children with low academic performance.Every child needs individual attention and care. Gender has a greater influence on achievement motivation.Hence parents should be educated on gender equality.

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