



Research Journal of Pharmaceutical, Biological and Chemical Sciences

The impact of attitude towards Achievement Motivation among school students in Chennai city, Tamil Nadu, India.

M Rengaraj*.

Principal, Faculty of Education, Dr .M.G.R. Educational and Research Institute, University, Maduravoyal, Chennai- 600 095, Tamil Nadu, India.

ABSTRACT

The current research paper focuses on the attitude of the Chennai city school students towards Achievement motivation. It is an exploration on whether the achievement motivation may be affected by the attitude towards school of students. To meet the objectives of the study the primary data was chosen from the Higher Secondary Schools. Hence, the researcher had contacted the Higher Secondary school students from twelve schools in the Chennai City with representation from all the zones. This list of twelve schools comprised of the schools managed by the Government, Chennai Municipal Corporation, Private Aided and Private Unaided. The students studying in schools that admit either one sex only, as well as both were considered. The students that is, both the boys and girls studying in the English and in Tamil (native language) medium classes were also taken into consideration. The Achievement Motivation scale, developed by Rao and his associates, which contains 20 items and the inventory developed by Johnson J.D. is used for the present study. The inventory consists of 50 statements. The reliability was found using Test-Retest method and Alpha –Coefficient was also found out for the questionnaires used in the study, in order to have accurate interpretation of the results and the same were provided. Girls, English medium students, private-aided school students, exclusively Girls school students have more Achievement motivation and more Positive Attitude towards school.

Keywords: Achievement Motivation, Attitude & Alpha-Coefficient

**Corresponding author*



INTRODUCTION

The title of the research paper is “The impact of attitude towards Achievement Motivation among school students in Chennai city”. It is important for all the parents and teachers to understand and guide the students to achieve something in their academic level. It is necessary to explain about the various subjects and it is better to develop the curiosity in them, from which the need will trigger Achievement Motivational strategies in them. The researcher has focused particularly this topic of students Achievement Motivation because nowadays education has become a primary and essential part in an individual’s life. In this process, independent learners develop the values, attitudes, knowledge and skills needed to make responsible decisions and take actions dealing with their own learning. It is important for the teachers and parents to understand the children’s problems of their academic performance. And also it is better to rectify them as soon as possible. With a clear picture of mind, any problem can be rectified through some psychological treatments, like students counseling, etc which requires the basic understanding of their Achievement Motivation & Attitude.

Research Problem

The problem of present study is to find out the level of Achievement Motivation and Attitude towards School of Students in Chennai City Schools.

Objectives

- to assess the Achievement Motivation level and Attitude towards school of school students
- to compare the Achievement Motivation level and Attitude towards school of boys and girls
- to compare the Achievement Motivation level and Attitude towards school of students studying in different mediums
- to compare the Achievement Motivation level and Attitude towards school of students studying in different management schools
- to compare the Achievement Motivation level and Attitude towards school of students studying in different types of schools
- to find out whether the Achievement Motivation and Attitude towards school of the students are associated with the Parental Education, Occupation and Family Income
- to find out whether the students’ Achievement Motivation level is influenced by the variable Attitude towards school

Hypothesis

- Boys and Girls will differ significantly in their Achievement Motivation level and Attitude towards School.
- Students studying in different medium of instruction will differ significantly in their Achievement Motivation level and Attitude towards school.
- Students studying in different Management schools will differ significantly in their Achievement Motivation level and Attitude towards school.
- Students studying in different types of schools will differ significantly in their Achievement Motivation level and Attitude towards school.
- Students with different levels of Father’s education will differ significantly in their Achievement Motivation level and Attitude towards school.
- Students with different levels of Mother’s education will differ significantly in their Achievement Motivation level and Attitude towards school.
- Students with different levels of Parental Occupation will differ significantly in their Achievement Motivation level and Attitude towards school.
- Students with different levels of Family Income will differ significantly in their Achievement Motivation level and Attitude towards school.
- The Achievement Motivation level of the students will be significantly influenced by their Attitude towards school.

Review of Literature

Pathak (1974) studied the Achievement Motivation and the performance of high school pupils. The sample of the study consisted of 1346 students of VIII, IX and X standards from twelve schools in Kaira district. The findings revealed that the boys and girls did not differ in Achievement Motivation components and n-Ach score was positively related to the pupil's school performance and attitude towards study.

Deka (1984) studied the level of Achievement Motivation and academic motivation among the secondary school pupils of lower Assam. The sample consisted of 159 pupils from high and higher secondary schools. The results showed that high academic achievers were higher than the lower achievers on Achievement Motivation but the differences were not statistically significant; and academic motivation and academic achievement were related.

Ahluwalia (1985) conducted a study of factors affecting Achievement Motivation with a sample of 200 children of 8 to 12 years of age. The findings showed that the sex of the child had no effect on Achievement Motivation. It was found that academic performance was positively and significantly related to academic motivation.

In a study Sundarajan (1991) has found that the private school students had more favorable attitude towards the study of Biology than government school students. But no significant difference between private school students and government school students towards the study of other subjects has been reported.

School Achievement, student motivation and teacher effectiveness in different types of schools was a study by Veeraraghavan, Vimala and Bhattacharya, Rine in 1991, School Achievement varied significantly, that is, public and missionary schools had the highest achievement and government schools showed the lowest achievement. However, teacher effectiveness was positively correlated with School Achievement.

In their study, Sundarajan and Raja Sekar (1993) found the parent's income had caused no significant differences in their wards attitude towards the study of biology.

Sandra J. Balli (1998) studied the effect of educational level of parents on academic achievement. The results indicate that student's achievement was more closely associated with parent's educational level.

Overall review

On analyzing the review collected, we can find that certain demographic variables like Sex, Parental Education, Occupation, Type of Schools and Attitude do affect the Achievement Motivation of the students. However, the scanning of these studies reveal that only, sporadic studies has been conducted in this area, and reveals the need for more empirical findings for the updated information. Secondly, the results of the studies reveal certain ambiguity in drawing the inference. So this implies that additional studies have to be conducted to update the knowledge base. Hence, it has been decided to conduct a study on the Achievement Motivation of the higher students with reference to attitude.

RESEARCH DESIGN

The present study is an exploratory one in nature. The investigation concentrates on whether the Achievement Motivation may be affected by the Attitude towards school of Higher Secondary Students.

Samples

To meet the objectives of the study, it was decided to collect the primary data from the Higher Secondary Schools. Hence, the researcher had contacted the Higher Secondary school students from twelve schools in the Chennai City comprising schools managed by the Government, Chennai Municipal Corporation, Private Aided and Private Unaided. The students studying in schools that admit one sex only and both the boys and girls studying in the English and in Tamil medium classes were also taken into consideration.

Sampling Technique

The sampling technique adopted for this study is Purposive sampling. Purposive sampling is the one where the subjects are selected according to the research study, controlling the extraneous variables.

Sample Size

Sex	Boys	Girls	Total
Number	295	205	500

Medium of Instruction

Medium	English	Tamil	Total
Number	449	51	500

Types of Schools

Type of Schools	No. of Schools	No. of Students
Government	3	125
Corporation	3	125
Private Aided	2	100
Private Unaided	4	150
Total	12	500

Inclusion Criteria

1. The students of Higher Secondary course Studying in Chennai City.
2. Students of Academic Stream, not from the Vocational Stream.
3. Indian Citizens.
4. The day scholars were considered.

Tools used in the Study

Considering the suitability the following questionnaire were selected for the present study:

Sl. No.	Questionnaire	Author	Variables measured
1.	Achievement Motivation Inventory	Rao	Achievement Motivation
2.	Attitude towards School Inventory	Jhonson.J.D.	Attitude towards School

Description of the Tools

Achievement Motivation scale

For the current study, the Achievement Motivation scale, developed by Rao and his associates, which contains 20 items, is used. These items deal with the entire range of motivational aspects of a student. For example

- | | | | |
|------|-----------------------|--------------------------------------|-----|
| (i) | I enjoy reading... | A. a comic book | () |
| | | B. a book of adventure | () |
| (ii) | I want to become rich | A. by earning money by hard work | () |
| | | B. by winning a prize in the lottery | () |

Multiple Regression for testing the formulated hypotheses. The entire data were computerized and the same were analyzed using the Statistical Package for Social Sciences, (SPSS V.9).

Orientation

This chapter deals with the analysis and discussion of the results obtained. The data collected with regard to the demographic variables and the psycho-social variables like Achievement Motivation, Self-concept, Anxiety, Attitude towards School, Study Involvement and Adjustment have been analyzed with reference to the objectives. The data has been subjected to both Descriptive and Functional Statistics namely, Mean, SD, Correlation, Critical Ratio test, ANOVA and Multiple Regression. The results of the analysis have been summarized and tabulated.

The hypotheses mentioned require various statistical techniques to test them. The hypotheses 1 and 2 were tested using the Critical Ratio and hypotheses 3 to 8 were tested using One Way ANOVA, since more than two groups were to be tested to find out the differences among them, if any, and to have an in-depth view regarding the differences between the groups the Critical Ratio was computed. Multiple Regression-Step Wise Method, where the dependent variable Achievement Motivation was predicted by ten independent variables, tested the last hypothesis.

Analysis

The Mean and Standard Deviation of the overall scores of the total sample in Achievement Motivation and Attitude towards school is computed and are presented in the following Table.

The Mean and Standard Deviation of the overall scores of the total Samples in the Variables

Variables	Mean	Standard Deviation
Achievement Motivation	12.8020	3.1854
Attitude	171.9920	23.8863

Gender

From table 1, it is understood that, the Mean scores in Achievement Motivation obtained by boys and girls are 12.13 and 13.76 respectively. From the Critical Ratio value of 5.92, which is significant at .01 level, it is clear that boys and girls differ significantly, i.e. girls are having more Achievement Motivation than boys.

The Mean scores of 164.64 and 179.68 for the boys and girls in the Attitude towards school, and Critical Ratio value of 6.15 indicate that two groups differ significantly i.e., girls are having more positive attitude than boys. In the Study Involvement, the Critical Ratio value of 8.12, which is significant at .01 level, indicates that two groups differ significantly. The Mean values of Boys and Girls being 54.20 and 59.82, respectively, indicate that girls are having more Study Involvement than boys. Hence, the hypothesis-1, stating that Boys and Girls will differ significantly in their Achievement Motivation and Attitude towards School is proved.

Medium of Instruction

The Mean values, Standard Deviation and Critical Ratio values and P values of the variables studied in respect of medium of Instruction have been given in Table 2.

The students belonging to English medium are slightly better than Tamil medium students in Achievement Motivation. From the Critical Ratio value of 2.00, the difference is found to be significant at .05 level, hence, we can conclude that two groups differ significantly.

The Mean score of the English and Tamil medium students in their Attitude towards school are 173.38 and 159.74 respectively. The Critical Ratio value of 5.37, significant at .01 level, indicates that two groups differ significantly in their attitude.

Different Management of Schools

From the tables 3 and 4, it is understood that the students belonging to different types of management schools, namely Government, Corporation, private-aided and private-unaided, have scored the Mean values of 12.54, 13.32, 13.18, 13.28 respectively in the variable Achievement Motivation. The corresponding Standard Deviation are 3.35, 3.07, 3.15 and 3.04. The F Ratio obtained for this variable is 2.74, is significant at .01 level. By the Critical Ratio test to have better view about the groups, it can be understood that the students in the Government and private-unaided as well as Corporation and private-unaided differed significantly their Achievement Motivation. A close look at the Mean values indicates that the students in Private-unaided schools have more Achievement Motivation than the other groups.

In their Attitude towards the school the four groups of students viz. the Government, Corporation, Private-aided and Private-unaided, scored the Mean values of 161.77, 170.82, 174.37 and 183.04 respectively with the standard deviations of 18.60, 26.27, 20.95 and 23.61 in the respective order. The calculated F value of 22.61 is significant at .01 level which indicates that a significant difference exists among the groups in their attitude. The Mean values indicate that every two different groups differ significantly and also that the students of Private-unaided schools have more positive attitude towards Schools than their counterparts in other schools.

Different types of Schools (Boys, Girls and Co-educational)

From Table 5, we can observe that the Mean scores of Academic Motivation obtained by the three types of schools namely "Boys School, Girls School and Co-education School" are 11.92, 14.23 and 12.73 with the Standard Deviations of 3.28, 2.43 and 3.20 respectively. The F Ratio obtained for the Achievement Motivation is 21.49 which is significant at .01 level, indicates that the three types of school differ significantly among one another. The Critical Ratio test results show that the three groups differ significantly in all the combinations. That is the students of the girl schools differ significantly from either boys school or co-education schools. From the Mean values we can infer that students studying in girls school have better Achievement Motivation than others.

In the Attitude towards School, the three groups have scored the Mean values of 160.39, 181.00 and 178.08 respectively with the Standard Deviations of 18.60, 24.00 and 23.95 respectively. The calculated F value for the same is 44.10 and is significant at .01 level. This confirms that significant differences exist among the three groups in their Attitude towards school. The Critical Ratio test results show that the three groups differ significantly in all the combinations. That is the students of the girls schools differ significantly from either boys school or co-education schools. From Mean values we can also infer that Girls do have better Attitude towards the Schools than the Students belonging to the Boys schools and Co-education Schools.

Different levels of Father's Education

From tables 7 and 8, it is understood that the students belonging to seven different groups with respect to their Father's Education, namely, Illiterate, Up to 5th, Up to 10th, Up to +2, Graduation, Post-Graduation and Professional, have scored the Mean values of 12.58, 14.80, 12.66, 12.78, 13.10, 12.06 and 13.08 respectively in the variable Achievement Motivation. The respective Standard Deviations are 3.41, 2.78, 3.16, 3.25, 2.99, 3.35 and 3.26. The corresponding F value for them is 1.22, which is not a significant one. This indicates that there exist no significant differences among them.

In their attitude towards school, the mean score of above mentioned seven groups of students are 168.86, 178.50, 167.68, 175.75, 176.61, 166.79 and 180.31 respectively with Standard Deviations to be 21.72, 23.13, 22.05, 24.77, 26.45, 24.34 and 22.87 respectively. The calculated F value of 3.5069, which is significant at .01 level, indicates that a significant difference exist among the groups in their attitude. The Mean values indicate that groups of Illiterate and Graduation, Up to 5th and Graduation, Up to 10th and Graduation, Up to

10th and Professional as well as Post Graduation and Professional differ significantly and also that the wards of Professionals have more Positive Attitude towards Schools than others.

Different levels of Mother's Education

From Tables 9 and 10, it is understood that the students belonging to seven groups with respect to their Mother's Education, namely, Illiterate, Up to 5th, Up to 10th, Up to +2, Graduation, Post-Graduation and Professional, have scored the Mean values of 11.83, 14.23, 12.87, 12.67, 13.75, 12.63 and 13.40 respectively in Achievement Motivation and the corresponding Standard Deviations are 3.49, 3.17, 2.99, 3.05, 2.99, 3.49 and 3.43. The calculated F value 3.3463, which is significant at .01 level, indicates that there exist significant differences among them. The Critical Ratio Values indicate that the groups of Illiterate and Up to 5th, Illiterate and Up to 10th, Illiterate and Graduation as well as Up to 10th and Graduation differ significantly. From the Mean values, it can be also inferred that students' group whose Mother's education was Up to 5th Standard seems to have more Achievement Motivation than the other groups.

In their attitude towards school the above mentioned seven groups of students, have obtained the Mean values of 167.59, 180.17, 169.96, 169.76, 184.05, 176.68 and 169.00 respectively and with their Standard Deviations to be 21.80, 18.42, 23.12, 27.84, 24.35, 22.05 and 17.42 respectively. The calculated F value of 4.5270, which is significant at .01 level, indicates that significant differences exist among the groups in their attitude. The Mean values indicate that the groups of Illiterate and Up to 5th, Illiterate and Graduation, Up to 5th and Up to 10th, Up to 10th, Up to 10th and Graduation as well as Up to +2 and Graduation differ significantly and also that the wards of Graduate Mothers have more positive Attitude towards Schools than their counterparts in other groups.

Different types of Father's Occupation

From the Tables 11 and 12, it is understood that the students belonging to seven groups with respect to their Father's Occupation namely Coolie, Class-IV, Clerk, Business, Teacher, Professional and Trader, have scored the Mean values of 12.66, 12.32, 12.80, 13.30, 14.25, 12.81 and 13.40 respectively and the corresponding Standard Deviations are 3.13, 2.95, 3.10, 3.41, 2.60, 3.40 and 3.59 respectively, in the variable Achievement Motivation. The corresponding F value for them is 1.3537, which is not a significant one, indicates that there exists no significant difference among them.

In their attitude towards the school the above mentioned seven groups of students, obtained the Mean values of 168.31, 169.05, 170.70, 1760.32, 161.75, 177.63 and 179.60 respectively and with their Standard Deviations to be 20.56, 21.76, 27.13, 23.73, 20.85, 23.53 and 21.64 respectively. The calculated F value of 2.5244, which is significant at .01 level, indicates that significant differences exists among the groups in their attitude. The Mean values indicate that groups Coolie and Business, Coolie and Teacher and Class-IV and Business as well as Class-IV and Teacher differ significantly and also that the wards of Traders have more positive Attitude towards School than their counterparts in other schools.

Different levels of Family Income

From Tables 13 and 14, we can observe that the Mean scores of Achievement Motivation obtained by the three levels of Family Income namely Low, Medium, High are 12.56, 13.45 and 13.04 with the Standard Deviations of 3.11, 3.09 and 3.52 respectively. The F ratio obtained for the Achievement Motivation is 25.9035, which is significant at .01 level, indicates that three levels of Income groups differ significantly among themselves. The Critical Ratio test results show that the three groups differ significantly in two combinations. That is, the students of the Low Income differ significantly from either Middle or High-Income groups. From the Mean values we can infer that students hailing from Middle Income group have better Achievement Motivation than others.

In the Attitude towards school, the three Income groups (Low, Middle and High) have scored the Mean values of 167.20, 181.67 and 181.75 respectively with the Standard Deviations of 21.96, 25.51 and 23.68 respectively. The calculated F value for the same is 22.1012 and is significant at .01 level. This confirms the significant differences among the three groups in their Attitude. The Critical Ratio test results show that the three groups differ significantly in all the combinations. That is the students of the Low-Income group differ

significantly from either Middle or High-income groups. From the Mean values we can infer that students hailing from High Income group do have better Attitude towards the Schools than the others.

Table 1. The Mean, S.D., Critical Ratio values of Achievement Motivation, Attitude towards School in respect of gender is presented in the below table.

Groups	No. of cases	Mean	Std. Deviation	Std. Error	CR-Value	Level of significance
Achievement Motivation						
Boys	295	12.1356	3.268	.190	5.95	.01
Girls	205	13.7610	2.903	.196		
Attitude towards School						
Boys	295	166.6475	22.416	1.305	6.15	.01
Girls	205	179.6829	23.890	1.669		

Graph showing the Mean values of the Achievement Motivation and Attitude to School on Gender

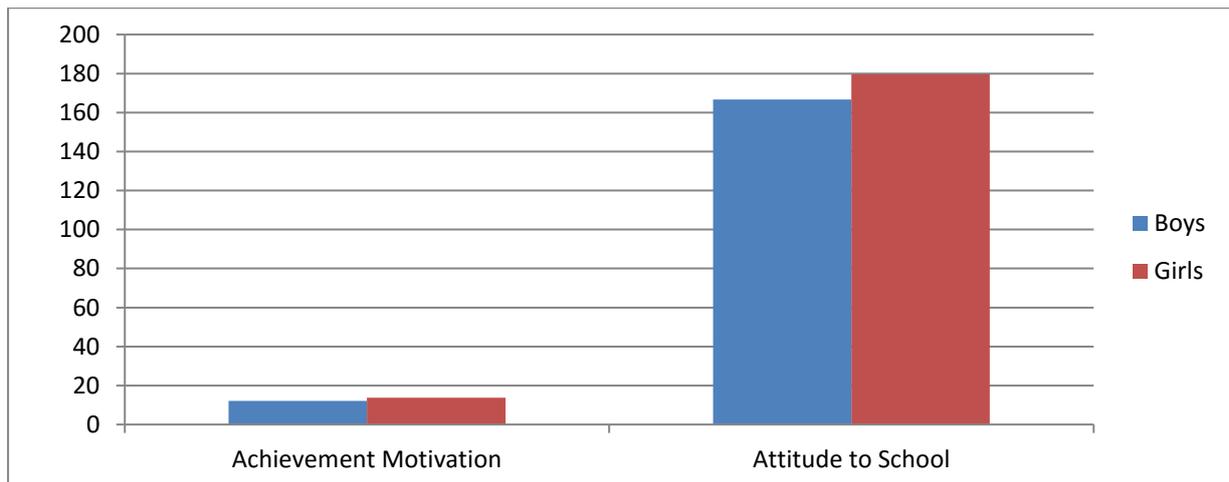


Table 2. The Mean, SD and the Mean Difference between the English and Tamil Medium students in the variables

Groups	No. of cases	Mean	Std. Deviation	Std. Error	CR-Value	Level of significance
Achievement Motivation						
English	449	12.9042	3.145	.148	2.00	.05
Tamil	51	11.9020	3.425	.480		
Attitude towards School						
English	449	173.3831	24.238	1.144	5.39	.01
Tamil	51	159.7450	16.128	2.258		

Graph showing the Mean Values for Achievement Motivation and Attitude towards School based on medium

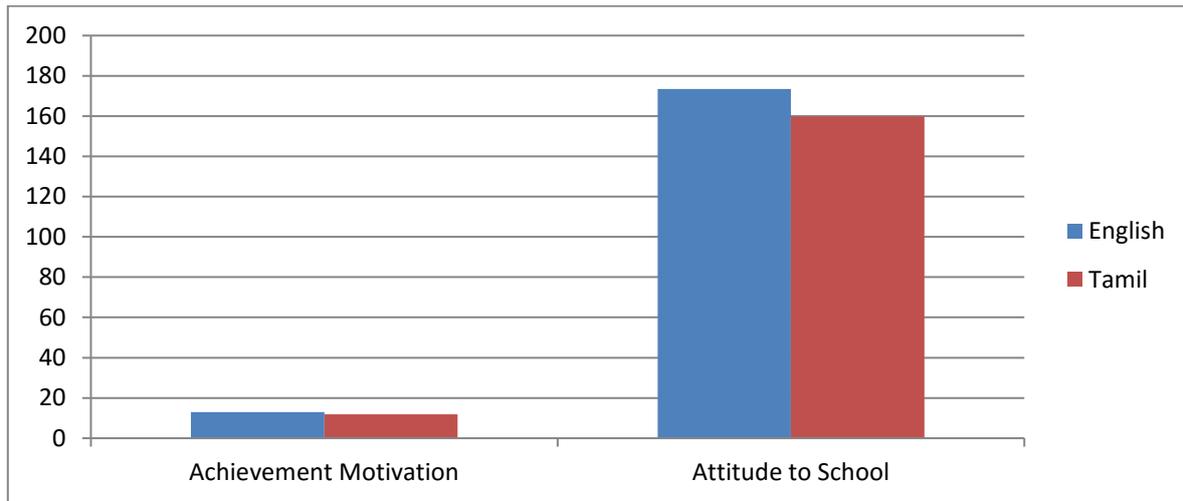


Table 3. The summary of the Results of ANOVA among the students of different Management of Schools in the variables

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Achievement Motivation					
Between Groups	3	82.7100	27.5700	2.7455	.01
Within Groups	496	4980.6880	10.0417		
Total	499	5063.3980			
Attitude towards School					
Between Groups	3	34259.5481	11419.8494	22.6164	.01
Within Groups	496	250448.4199	504.9363		
Total	499	284707.9680			

Table 4. The Mean, SD and the Mean difference among the different categories of Management of Schools

Variables	Management of Schools				Groups Differed Significantly
	Government	Corporation	Private-Aided	Private-Unaided	
Achievement Motivation	12.5478 (3.3502)	12.3252 (3.0769)	13.1899 (3.1504)	13.2837 (3.0480)	1 & 4, 2 & 4
Attitude towards School	161.7707 (18.6024)	170.8293 (26.2724)	174.3797 (20.9531)	183.0496 (23.6055)	1 & 2, 1 & 3, 1&4, 2 & 4, 3 & 4

Graph Showing the Mean Values of Achievement Motivation and Attitude towards School based on Management of School

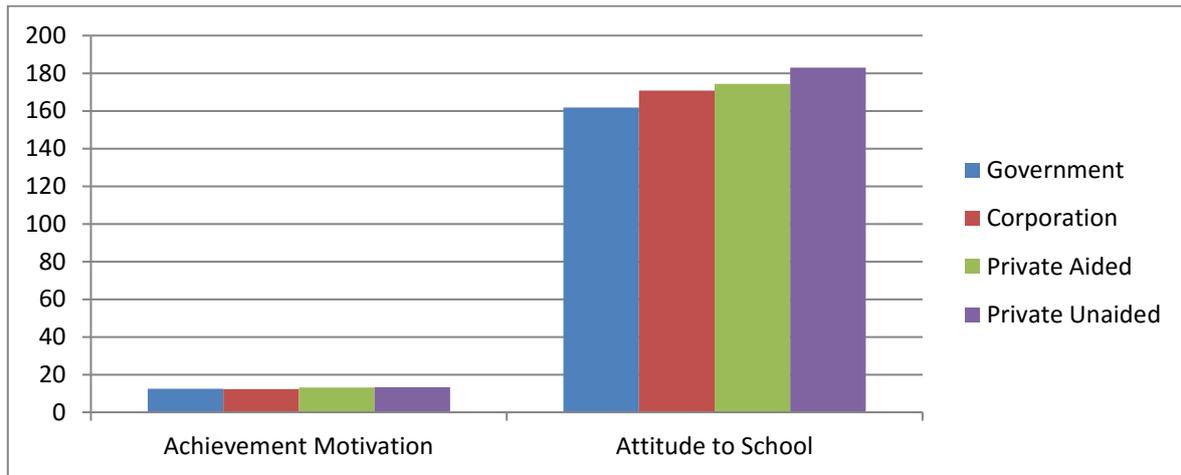


Table 5. The summary of the Results of ANOVA among the students of Different types of Schools (Boys, Girls and Co-educational) in the variables

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Achievement Motivation					
Between Groups	2	408.2857	204.1428	21.7952	.01
Within Groups	497	4655.1123	9.3664		
Total	499	5063.3980			
Attitude towards School					
Between Groups	2	42913.3098	21456.6549	44.1034	.01
Within Groups	497	241794.6582	486.5084		
Total	499	284707.9680			

Table 6. The Mean, SD and the Mean Difference among the different types of Schools

Variables	Type of Schools			Groups Differed Significantly
	Boys	Girls	Co-education	
Achievement Motivation	11.9275 (3.2827)	14.2381 (2.4378)	12.7348 (3.2001)	1 & 2, 1 & 3, 2 & 3
Attitude	160.3938 (18.6061)	181.0000 (24.0037)	178.0884 (23.9565)	1 & 2, 1 & 3, 2 & 3

Graph showing the Mean values of the Achievement Motivation and Attitude towards School based on Type of School

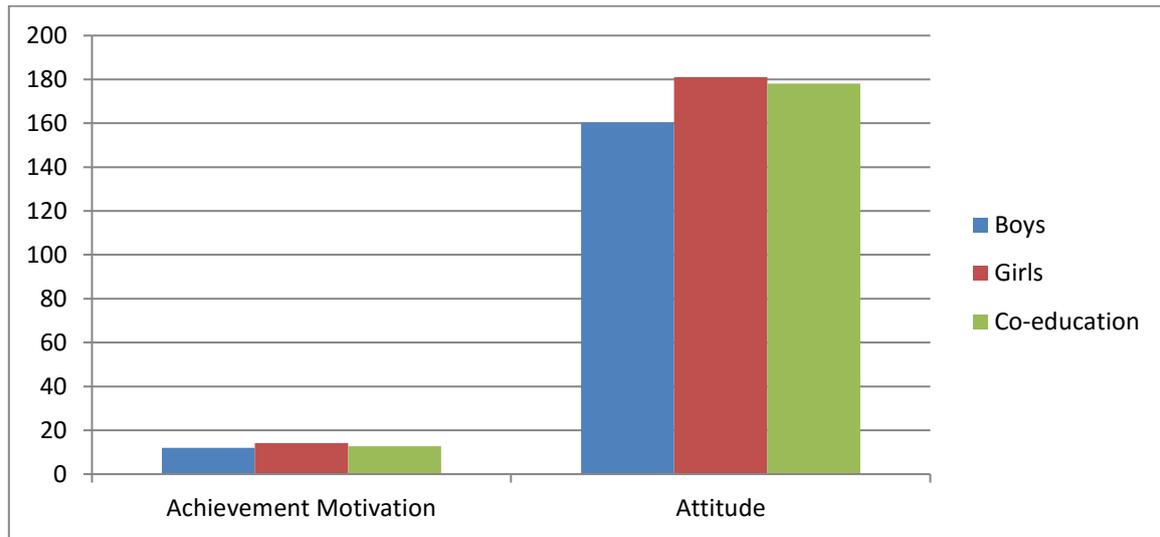


Table 7. The Summary of the results of ANOVA among the students having different levels of Father’s Education in the variables

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Achievement Motivation					
Between Groups	6	74.3502	12.3917	1.2245	NS
Within Groups	493	4989.0478	10.1198		
Total	499	5063.3980			
Attitude towards School					
Between Groups	6	11653.8959	1942.3160	3.5069	.01
Within Groups	493	273054.0721	553.8622		
Total	499	284707.9680			

Table 8. The Mean, SD and the Mean Difference among the students with different levels of Father’s Education

Variables	Education							Groups Differed Significantly
	Illiterate	Up to 5 th	Up to 10 th	Up to +2	Graduation	Post Graduation	Professional	
Achievement Motivation	12.5800 (3.4112)	14.8000 (2.7809)	12.6616 (3.1593)	12.7808 (3.2457)	13.1075 (2.9908)	12.0690 (3.3480)	13.0851 (3.2560)	---
Attitude	168.8600 (21.7274)	178.5000 (23.1385)	167.6818 (22.0568)	175.7534 (24.7778)	176.6129 (26.4547)	166.7931 (24.3477)	180.3191 (22.8769)	1&5, 2&5, 3&4, 3&5, 3&7,6&7

Graph Showing the Mean Values of the Variables based on Father's Education

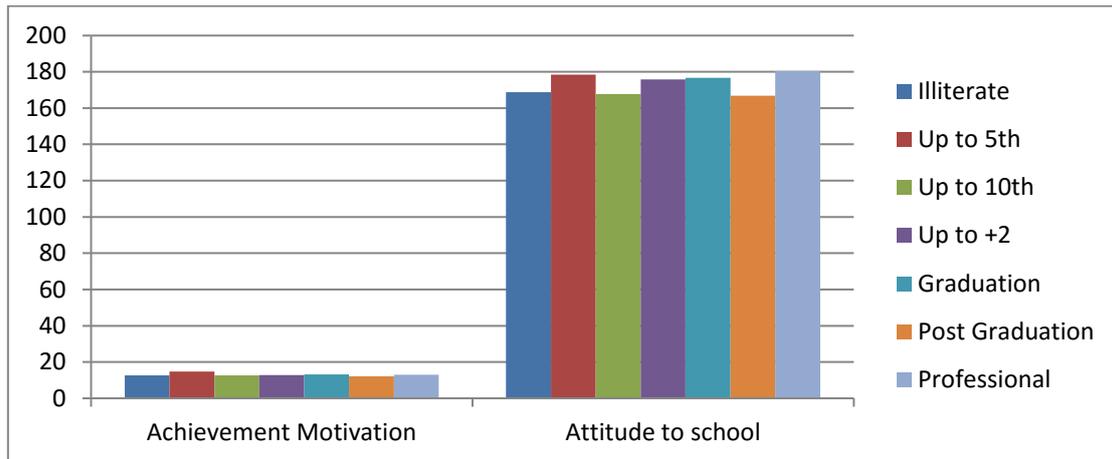


Table 9. The Summary of the Results of ANOVA among the students having different levels of Mother's Education in the variables

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Achievement Motivation					
Between Groups	6	198.1388	33.0231	3.3463	.01
Within Groups	493	4865.2592	9.8687		
Total	499	5063.3980			
Attitude towards School					
Between Groups	6	14867.0452	2477.8409	4.5270	.01
Within Groups	493	269840.9228	547.3447		
Total	499	284707.9680			

Table 10. The Mean, SD and the Mean difference among the students with different levels of Parental (Mothers') Education

Variables	Education							Groups Differed Significantly
	Illiterate	Up to 5 th	Up to 10 th	Up to +2	Graduation	Post Graduation	Professional	
Achievement Motivation	11.8350 (3.4982)	14.2353 (3.1727)	12.8745 (2.9923)	12.6786 (3.0577)	13.7536 (2.9922)	12.6316 (3.4994)	13.4000 (3.4351)	---
Attitude	167.5922 (21.8091)	180.1765 (18.4229)	169.9654 (23.1216)	169.7679 (27.8470)	184.0580 (24.3503)	176.6842 (22.0506)	169.0000 (17.2413)	1&2, 1&5, 2&3, 3&5&5

Graph Showing the Mean Values of the Variables based on Mother's Education

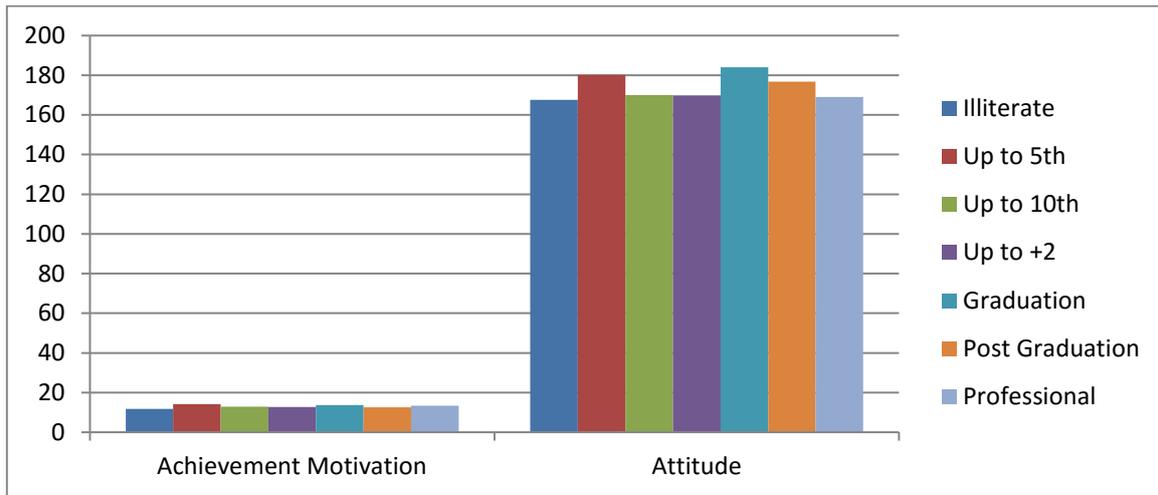


Table 11. The Summary of the Results of ANOVA among the students having different types of Father's Occupation in the variables

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Achievement Motivation					
Between Groups	4	54.7872	13.6968	1.3537	NS
Within Groups	495	5008.6108	10.1184		
Total	499	5063.3980			
Attitude towards School					
Between Groups	4	5691.6784	1422.9196	2.5244	.05
Within Groups	495	279016.2896	563.6693		
Total	499	284707.9680			

Table 12. The Mean, SD and the Mean Difference among the students with different levels of Father's Occupation

Variables	Occupation							Groups Differed Significantly
	Coolie	Class -IV	Clerk	Business	Teacher	Professional	Professional	
Achievement Motivation	12.6623 (3.1356)	12.3274 (2.9533)	12.8092 (3.1086)	13.3000 (3.4133)	14.2500 (2.6049)	12.8169 (3.4072)	13.4000 (3.5963)	---
Attitude	168.3117 (20.5646)	169.0531 (21.7637)	170.7023 (27.1389)	176.3222 (23.7363)	161.7500 (20.8584)	177.6338 (23.5313)	179.6000 (21.6497)	1&4, 1&5, 2&4, 2&5

Graph Showing the Mean Values of Achievement Motivation and Attitude towards School based on Father's Occupation

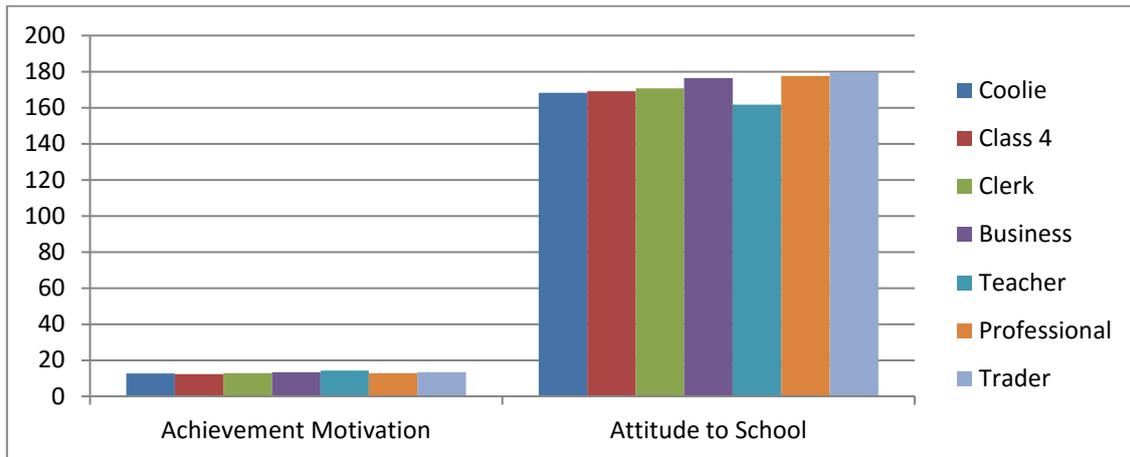


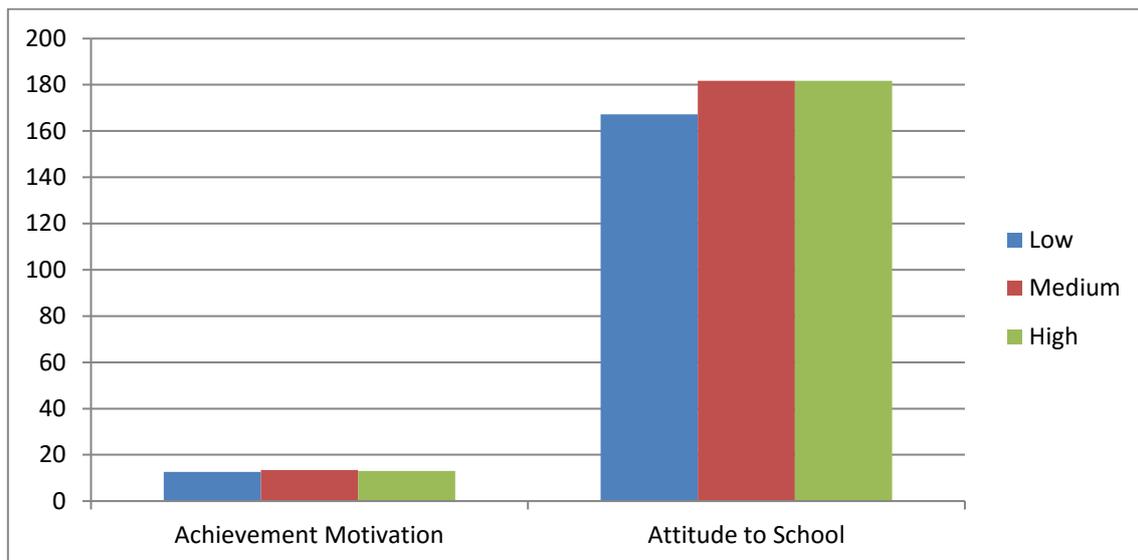
Table 13. The summary of the results of ANOVA among the students having different levels of Family Income in the variables

Source	D.F.	Sum of Squares	Mean Squares	F Ratio	F Prob.
Achievement Motivation					
Between Groups	2	3781.0155	1890.5077	25.9035	.01
Within Groups	497	36272.3665	72.9826		
Total	499	40053.2820			
Attitude towards School					
Between Groups	2	23253.4022	11626.7011	22.1012	.01
Within Groups	497	261454.5658	526.0655		
Total	499	284707.9680			

Table 14. The Mean, SD and the Mean Difference among the students with different levels of Family Income

Variables	Levels of Income			Groups Differed Significantly
	Low	Medium	High	
Achievement Motivation	12.5612 (3.1196)	13.4545 (3.0980)	13.0455 (3.5232)	1 & 2, 1 & 3
Attitude	167.2060 (21.9682)	181.6768 (25.5186)	181.7576 (23.6800)	1 & 2, 1 & 3

Graph Showing the Mean values of Achievement Motivation and Attitude towards school based on Family Income



CONCLUSION

Gender differences are observed in Table 1 which shows that the girls are having more Achievement Motivation and positive Attitude towards school and also have better involvement in studies. From Table 2 we can infer that English medium students are having better Motivation and have a positive Attitude towards school. The Private-Unaided school students have better Achievement Motivation and have more favorable Attitude towards school whereas The Government school students were found to be more anxious than others which indicate that students from Private-Unaided schools are in the better side when compared to the other groups. Students studying in girls school have more Achievement Motivation and more favorable Attitude towards schools. We can understand that students studying in the Girls Schools, that is girl students, are comparatively in a better condition than the other groups and they are succeeded by the students studying in the Co-educational Institutions. From this we can infer that Gender of the school has more influence in the measured variables. The more plausible reason could be that the growing opportunities for them in the vocational aspects develop some basic aspiration to excel others, and instill more confidence among them. The students belonging to the groups with professionally qualified Fathers showed more favorable Attitude towards their schools. With respect to the Mother’s education, the students’ group whose education was up to 5th Standard seems to have more Achievement Motivation. The wards of Graduate Mothers have more positive Attitude towards schools than their counterparts in other schools. Further, the wards of Traders have more positive Attitude towards schools. The students hailing from Middle Income group have better Achievement Motivation than others. Students hailing from High Income group do have a better Attitude towards School.

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