
A Study of Academic Achievement of Students Participating and Not Participating In Games In Relation To Their Achievement Motivation

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ABSTRACT

Today, success has become an index of attaining position and respect. Greater emphasis is laid on the academic achievement of students. Students' good academic achievement record is an index of an effective educational system. Academic development of the pupil is the primary concern and the most important goal of education. Achievement Motivation plays an important role in the academic achievement of students. A pilot study, using descriptive survey method was carried out on 1000 students of class 7th selected by random sampling method in order to know correlation between academic achievement and achievement motivation of students participating and not participating in games. General Classroom Achievement Test (GCAT) developed by A. K. Singh and Sen Gupta and Achievement Motivation Scale by Deo-Mohan (2002) were used for the collection of data. The finding of the study shows that there significant correlation between academic achievement and achievement motivation of the students participating and not participating in games.

Keywords: Academic Achievement, Achievement Motivation

INTRODUCTION

Education is frequently concerned with the need to improve students' academic achievement. Development of effective personality and efficiency of teaching learning outcomes can be assessed in terms of students' achievement. Academic achievement can be defined as performance, knowledge or skill acquired after educational instructions and training in courses or subjects of study, usually determined by test score or by marks assigned by teacher (**Dictionary of Education, 2003**). There are many factors such as heredity, intelligence, personality, motivation, learning interests, aptitudes, attitude, school environment, home environment, family background, socio economic status of the parents, students participating and not participating in games, achievement motivation and many more other factors which affect the academic achievement of students. Extracurricular activities such as music, games and sports, all of these have an influence on how children perform academically. The way children choose to spend their free time can affect their school performance which not simply traditional in-class instruction that impacts academic achievement. Achievement Motivation plays an important role in the academic achievement of students and has been received broad public interest as an important competency in modern societies. Extracurricular activities such as music, games and sports, all of these have an influence on how children perform academically. In addition to co-

curricular or extracurricular activities, “analyses revealed that regardless of students’ background and prior achievement, various parenting, volunteering, and home learning activities positively influenced student grades”.

ACADEMIC ACHIEVEMENT

The term achievement is defined by **Freeman** "as test designed to measure knowledge, understanding and skills in a specified subjects or group of subjects." Achievement can be measured with the help of tests, verbal or written of different kinds. According to **Baron and Bernard**, "the concept of academic achievement involves the interaction of three factors i.e. aptitude for learning, readiness for learning and opportunity for learning. Besides these factors the concept involves health and physical fitness, motivation and special aptitude, emotional balances and unbalances. Academic Achievement is generally taken to mean the aggregate of marks scored by a child in all the subjects of his/her class because the various processes involved in academic achievement are such as observing more effectively, memorizing and solving problems. Academic Achievement is unique, prime and perennial responsibility of a school or any other educational institution established by the society to promote a wholesome scholastic growth and development of a child. Some definitions of academic achievement are as under: **GOOD** (1941) in his book '**Dictionary of Education**' has defined "Academic achievement as knowledge attained or skill developed in the school subjects usually designed by test scores or by marks assigned by the teacher or both." According to **Oxford Advance Learning Dictionary** (2000), "Achievement is a thing that somebody successfully attains especially using his or her efforts and skills. The academic development of the child continues to be primary and is the most important role of education. It is the unique responsibility of all educational institutions, established by the society to promote a wholesome scholastic development of the child. Consequently, the study of academic achievement assures a great significance in the scientific rearing of the child at the macro levels and forms the basis of human resource development. In short, Academic Achievement may be defined as measure of knowledge, understanding or skills in a specified subject or group of subjects. Good academic record to certain extent predicts future of the child.

ACHIEVEMENT MOTIVATION

Motivation is the basic drive for all of our actions. Motivation refers to the dynamics of our behaviour, which involves our needs, desires, and ambitions in life. The motivation that produces a need for better success or achievement is called achievement motivation. Achievement motive is a concept developed by the social psychologist McClelland to denote the strong urge felt by an individual or society for achievement in various aspects like education, culture, money, etc. that satisfies the need of self-esteem.

McClelland et al (1959) defined achievement motivation as a competition with a standard of excellence. Thus the achievement motivation is characterized by a desire to attain a high standard of excellence and to accomplish the unique objective.

Atkinson and Feather (1966) stated that “Achievement motive is conceived as a latest disposition which is manifested in overt striving only when the individual perceives performance

as instrumental to a sense of personal accomplishment”.

INTRINSIC AND EXTRINSIC MOTIVATION

Intrinsic Motivation refers to motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual rather than relying on any external pressure. Intrinsic motivation is usually associated with high educational achievement and enjoyment by students.

Extrinsic motivation comes from outside of the individual. Common extrinsic motivations are rewards like money and grades, coercion and threat of punishment. Competition is in general extrinsic because it encourages the performer to win and beat others, not to enjoy the intrinsic rewards of the activity. A crowd cheering on the individual and trophies are also extrinsic incentives.

Achievement motivation consists of a varied and complex set of assumptions, assessments, predictions, inferences, values, standards, and affective reactions that may be irrational, inaccurate, and contradictory. Achievement motivation is considered a prerequisite for success, not only in academic, but also in games and sports- and job related situations. In academic settings, the interest in motivation is partly inspired by the notion that students' motivation, operationalized, e.g., as their competency beliefs and value beliefs, could be more malleable than their cognitive ability, and as such could prove to be a potential lead for the educational system for improving learning and achievement processes in students.

NEED AND SIGNIFICANCE OF THE STUDY

Academic Achievement means knowledge, understanding or skill acquired after instructions and training in courses or subjects of study. It is generally measured by means of total marks of the students obtained by them in a particular class. Schools tend to emphasize academic achievement among students on the basis of their scholastic and co-scholastic attainments. Gaming has not only changed the way students learn, but it has also taught them valuable skills on its own. Achievement Motivation is generally required in general life as well as in educational matters. In some of the educational subjects like science where the subjects require abstract thinking and reasoning, the Achievement Motivation of the student is expected to be higher comparatively. Games play an important role in developing Achievement Motivation. Games provide opportunity to students to increase their speed and power. Speed and power in education are inseparable. Speed with accuracy is indispensable for effective learning.

The purpose of this study is to determine the effects of participation in games on academic achievement among secondary schools students in relation to their achievement motivation. Knowledge and speed are inseparable. Speed with accuracy is indispensable for effective learning. The students should be trained to carry out the educational tasks with speed and accuracy. Participation in games helps an individual to develop specific skills such critical thinking and a reasoning ability, and these skills are very essential for developing Achievement Motivation. The students participating in games may have higher level of aspiration and they will also perform better in the examination as compared to other children who do not participate in games. Keeping in view the importance of participation in games and its effect on educational achievement, the investigator carried out a study in order to know academic achievement of

students participating and not participating in games. The study may be helpful to the teachers, principals and policy makers in designing the curriculum for students and inclusion of games in education.

STATEMENT OF THE PROBLEM

Inclusion of games and sports in education plays an important role in active learning methodology for young minds. Hence the researcher has intended to study on academic achievement of students participating and not participating in games in relation to their achievement motivation. Thus the title of the study is given as “*A Study of Academic Achievement of Students Participating and Not Participating in Games in Relation to Their Achievement Motivation*”.

OBJECTIVES OF THE STUDY

The study has the following objectives:

1. To study the academic achievement of the students participating in games.
2. To study the academic achievement of the students not participating in games.
3. To compare the academic achievement of the students participating and not participating in games.
4. To study the Achievement Motivation of the students participating in games.
5. To study the Achievement Motivation of the students not participating in games.
6. To compare the Achievement Motivation of the students participating and not participating in games.
7. To study correlation between academic achievement and Achievement Motivation of the students participating and not participating in games.

HYPOTHESES OF THE STUDY

In the present study, based on the objectives and variables the following null hypothesis was tested;

1. There is no significant difference between academic achievement of the students participating and not participating in games.
2. There is no significant difference between Achievement Motivation of the students participating and not participating in games.
3. There is no significant correlation between academic achievement and Achievement Motivation of the students participating and not participating in games.

METHODOLOGY

The study is descriptive which co-relational in nature. The descriptive research helps in explaining educational phenomena in terms of conditions or relationships among the variables. Selection of the research methods depends upon the nature of the study and objectives to be achieved. The researcher adopted descriptive research method for the present study in order to

describe academic achievement of the students participating and not participating in games in relation to their achievement motivation.

Population: The population for the present study comprised of 7th standard students studying in government and public secondary schools located in district Faridabad.

Sample: The sample for the present study included 1000 students studying in class 7th drawn from twelve Government secondary schools and 15 public schools of district Faridabad. The sample comprised of 500 students participating in games and 500 students not participating in games. There were equal number of boys and girls for the study. On the basis of the participation and not participation in games the students were divided into two starta or groups i.e. participating in games and not participating in games as it was intended to compare their academic achievement and achievement motivation.

RESEARCH TOOLS

Tools are nothing but data gathering devices. They aid in the acquisition of data. The following tools were selected and used by the researcher in the present investigation:

1. Achievement Motivation Scale by Deo-Mohan (2002).
2. General Classroom Achievement Test (GCAT) by A. K. Singh and Sen Gupta.

STATISTICAL ANALYSIS

Keeping in view the design of the study the statistical technique like percentage, mean, standard deviation, t- test and Pearson correlation coefficient were used for analysis and interpretation of the data.

Comparison of Academic Achievement between the Students Participating and Not Participating In Games

The descriptive statistics i.e. number of students, the mean and standard deviation of the score of academic achievement of the students participating and not participating in games is given at table 4.1 below. The table also shows the t-ratio between the students participating and not participating in games with respect to their academic achievement.

Variables	N	Mean	S. D.	t-value	Remarks
Students Participating in Games	500	54.84	18.13	5.28	Significant
Students Not Participating in Games	500	48.29	21.02		

The calculated t-ratio between the mean scores of academic achievement of the students participating and not participating in games was found to be 5.28 which is significant at 0.05 and 0.01 level of significance. Thus, it is concluded that there exists a significant difference between

academic achievement of the students participating and not participating in games. The academic achievement of the students participating in games was found to be better in than the students not participating in games.

Comparison of the Achievement Motivation between the Students Participating and Not Participating In Games

The descriptive statistics i.e. number of students, the mean and standard deviation of the score of achievement motivation of the students participating and not participating in games is given at table 4.2 below. The table also shows the t-ratio between the students participating and not participating in games with respect to their achievement motivation.

Variables	N	Mean	S. D.	t-value	Remarks
Students Participating in Games	500	123.16	30.74	6.00	Significant
Students Not Participating in Games	500	111.32	31.63		

The critical ratio between the scores of achievement motivation of the students participating and not participating in games was found to be 6.00 which is significant at 0.05 and 0.01 levels of significance. Thus, it is concluded that there exists significant difference between achievement motivation of the students participating and not participating in games. The mean of the scores of achievement motivation of the students participating in games is higher than the mean of the scores of achievement motivation of the students who do not participate in games.

Correlation between Academic Achievement and Achievement Motivation of Students Participating In Games

Table 4.3 shows the descriptive statistics i.e. number of students, the mean and standard deviation of the score of academic achievement and achievement motivation of the students participating in games. The table also shows the coefficient of correlation between the academic achievement and achievement motivation of the students participating in games.

Variables	N	Mean	S. D.	Correlation Coefficient	Remarks
Academic Achievement	500	54.84	18.13	0.702	Significant
Achievement Motivation	500	123.16	30.74		

The calculated coefficient of correlation (r) between scores of academic achievement and achievement motivation of the students participating in games was found to be 0.702 which is significant at 0.05 level and 0.01 level of significance. Thus, it is concluded that there exists a significant correlation between academic achievement and achievement motivation the students participating in games.

Correlation between Academic Achievement and Achievement Motivation of Students Not Participating In Games

Table 4.4 shows the descriptive statistics i.e. number of students, the mean and standard deviation of the score of academic achievement and achievement motivation of the students not participating in games.

The table also shows the coefficient of correlation between the academic achievement and achievement motivation of the students not participating in games.

Variables	N	Mean	S. D.	Correlation Coefficient	Remarks
Academic Achievement	500	48.29	21.02	0.165	Insignificant
Achievement Motivation	500	111.32	31.63		

The calculated coefficient of correlation (r) between scores of academic achievement and achievement motivation of the students not participating in games was found to be 0.165 which is insignificant at 0.05 level of significance. Thus, an insignificant correlation was found between academic achievement and achievement motivation of the students not participating in games.

DELIMITATION OF THE STUDY

1. The study was delimited to Faridabad district of Haryana state only.
2. The study was delimited to 1000 students studying in class 7th only.

MAIN FINDINGS OF THE STUDY

The analysis and interpretation of the data has resulted in the following findings:

- Significant difference was found between the academic achievement of students participating and not participating in games. The students who participated in games were found to be better in academic achievement.
- A significant difference was found between the achievement motivation of the students participating and not participating in games. The students who participated in games were found to be better in achievement motivation.
- A significant correlation was found between academic achievement and achievement motivation of the students participating in games.
- A significant correlation was found between the academic achievement and achievement motivation of the students not participating in games.

EDUCATIONAL IMPLICATIONS

- The students participating in games have better Achievement Motivation. The teachers, parents, policy makers and administrators would like to work out for inclusion of effective

games for school children.

- The teachers should motivate students to participate in games. A competitive learning environment has a great role in the growth of cognitive development of students. The teacher needs to know the positive aspect of inclusion of games and sports in curriculum.
- Gaming attitude plays an integral part in teaching learning to think rationally and logically which can be achieved if students are taught in such a manner that they develop these skills. Hence, it is very much desirable that schools must incorporate games and sports in their curriculum from an early stage.

SUGGESTIONS FOR FURTHER RESEARCHES

The researcher suggests conducting researches in the areas as given below:

- The present study was restricted to a sample of 1000 students of class 7th researches may be carried out on large samples for finding comprehensive and profiling results.
- The present study was restricted to students of secondary schools of Faridabad district of Haryana state only; a nationwide or state wise study may be undertaken on students from schools.
- The present study was restricted to school children; the studies may be carried out on students of other age groups.
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- The present study was restricted to school children; the studies may be carried out on students of other age groups.
- The studies may be conducted by studying the effect of other variables like socio-economic status, locality of schools, medium of instructions, school environment, intelligence quotient of students etc.

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