



STUDY OF ACHIEVEMENT MOTIVATION AMONG GOVERNMENT AND PRIVATE SECONDARY SCHOOL STUDENTS

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ABSTRACT

Achievement motivation can play a significant role in shaping the behaviour of students whether to acquaint their colleagues or take distance from them .while trying to excel during school years. Given this effect, the achievement motivation can be a major driving force in the student's life, school life and attract his/her teacher to show more acceptances for that student and school.

Achievement motivation can be defined as the need for success or the attainment of excellence. There are different forms of motivation including extrinsic and intrinsic. Individual who are intrinsically motivated to use more effective learning Strategies and achieve at higher level. Thus we can say the need to achieve, is the spring board of achievement motivation. Our motive for achievement can range from biological needs to satisfying creative desires or realizing success a competitive venture. Achievementmotivated people will logically favour responsibilities that naturally satisfy their needs i.e offer flexibility and opportunity to set or achieve goals.

Thus in present investigation is attempt will be made to study the achievement motivation among male and female of government and private secondary school students.

KEY WORDS

Achievement motivation, Government secondary school students and Private secondary school students.

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INTRODUCTION

Achievement is a desired result that a person or a system envisions, plans and commits to goal a personal or organizational desired end point in some sort of assumed development. Many people endeavour to reach goals within a finite time by setting deadline.

It is roughly similar to purpose or aim, the anticipated result which guides reaction or an end, which is an object, either a physical objects or an abstract object, that has intrinsic value. Achievement of an action within a specified period of time or within a specified parameter.

Success can also mean completing an objective or reaching a goal. Success can be expanded to encompass an entire project or be restricted to a single component of a project or task. It can be achieved within the workplace or in an individual's personal life. For example if an individual's personal goals is to be accepted in a new career, success would occur after the individual has been officially accepted into his or her new place of employment.

Types of Achievement

There are two types of achievement

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School Achievement

school achievement represents performance outcomes that indicates the extent to which a Person has accomplish specific goals that were the focus of activities in school environment specially in school, college and university. Several critical elements of the school approach includes more time spent on learning regular use of interim assessment, integration of performance data in planning requirement and development of talented teachers and leaders, intensive intervention for struggling students, disciplined and joyful school culture.

Academic Achievement

Achievement or (academic) performance is the outcome of education that is the extent to which a student, teacher or institutions has achieved their educational goals. Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects is most important procedural knowledge such as skill or declarative knowledge such as facts.

Motivation

Motivation is a theoretical construct to explain behaviour. It represents the reason for Peoples actions, desires and needs. Motivation can also be defined to behaviour or what causes a person to want to repeat behaviour and vice versa. A motive is what prompts the Person to act in a certain way or at least develop an inclination for specific behaviour.

Motivation is the derived from the word 'motive' which means needs, desires, wants or drives within the individuals. It is the process of stimulating people to act to accomplish the goals. In the work goal context the psychological factors stimulating the people's behaviour can be-

- Desire for money
- Success
- Recognition

- Job satisfaction
- Team work etc.

One of the most important functions of management is to create willingness among the employs to perform in the best of their abilities. There for the role of a leader is to arouse interest in performance of employees in their jobs. The process of motivation consist of three stages-

- a) A felt need of drive
- b) A stimulus in which needs have to be aroused
- c) When needs are satisfied the satisfaction or accomplishment of goals
- d) Therefore we can say that motivation is a psychological phenomenon which means needs and wants of the individuals have to be tackled by framing an incentive plan.

Internal and external factors that stimulate desire and energy in people to be continually interested and committed to a job, role or subject, or to make an effort to attain a goal' Motivation results from the interaction of both conscious and unconscious factors such as the-

- Intensity of desire or need
- Incentive or reward value of the goal
- Expectations of the individual and of his or her peers.

These factors are the reasons one has for behaving a certain way. An example is a student that spends extra time studying for a test because he or she wants a better grade in the class.

Types of Motivation

There are two of motivation, intrinsic an extrinsic motivation, It is important understand that we not fill the same and thus effectively motivating your employees requires that you gain and understanding of the different type of motivation. Such an understanding will enable you to better categorizes your team members



and apply the appropriate type of motivation. You will find each member different and each member's motivational needs will be varied as well. Some people respond best to intrinsic which means from within and will meet any obligation of an area of their passion. Quite the reverse other will respond better to extrinsic motivation which in their world, provides that difficult tasks can be dealt with provided there is a reward upon completion of that task.

Intrinsic Motivation

Intrinsic motivation means that the individual's motivational stimuli are coming from within. The individual has the desire to perform a specific task because its results are in accordance with his belief system or fulfils a desire and therefore importance is attached to it.

Purely rooted desire have the highest motivational power. Below are some examples.

- Acceptance: we all need to feel that we as well as our decisions are accepted by our co workers.
- Curiosity: we all have the desire to be in the know.
- Honour: we all need to respect the rules and to be ethical.
- Independence: we all need to feel we are unique.
- Order: we all need to be organized.
- Power: we all have the desire to be able to influence.
- Social contact: we all need to have some social interaction.
- Social status: we all have the desire to feel important.

Extrinsic Motivation

Extrinsic motivation means that the individual's motivational stimuli are coming from outside. This type of motivation is external in nature. In other words our desires to perform a task are controlled by an outside source. Here even though the stimuli are coming from outside, the

result of performing the task will still be rewarding for the individual performing the task.

Extrinsic motivation is external in nature. The most well-known and the most debated motivation is money. Below are some other examples:

- Employee of the month award
- Benefit package
- Bonuses
- Organized activities

Other Type of Motivation

- **Incentive:** A form of motivation that involves rewards both monetary and nonmonetary is often called incentive motivation. Many people are driven by the knowledge that they will be rewarded in some manner for achieving a certain target or goal. Bonuses and promotions are good examples of the type of incentives that are used for motivation.
- **Fear:** fear motivation involves consequences. This type of motivation is often one that is utilized when incentive motivation fails. In a business style of motivation often referred to as the carrot and stick incentive is the carrot and fear is the stick.

Punishment or negative consequences are a form of fear motivation. This type of motivation is commonly used to motivate students in the education system and also frequently in a professional setting to motivate employees. If we break the rules or fail to achieve the set goal, we are penalized in some way.

- **Achievement:** achievement motivation is also commonly referred to as the drive for competency. We are driven to achieve goals and tackle new challenges. We desire to improve skills and prove our competency both to others and to ourselves. Generally, this



feeling of accomplishment and achievement is intrinsic in nature.

However, in certain circumstances be motivation for achievement may involve external recognition. We often have a desire or need to receive positive feedback from both our peers and our superiors. This may include anything from an award to a simple pat on the back for a job well done.

- **Growth:** The need for self-improvement is truly an internal motivation. A burning desire to increase our knowledge of ourselves and of the outside world can be a very strong form of invitation. We seek to learn and growth as individuals.

Motivation for growth can also be seen in our yearning for change. Many of us are wired by our personality or upbringing to constantly seek a change in either our external or internal environment or knowledge. We view stagnation to be both negative and undesirable.

- **Power:** The motivation of power can either take the form of a desire for autonomy or other desire to control others around us. We want to have choices and control over lives. We strive for the ability to direct the manner in which we live now and the way our lives will unfold in the future.

We also often aspire to control others around us. The desire for control is stronger in some people than others. In some cases, the craving for power induces people to harmful, immoral or illegal behaviour. In other situations, the longing for power is merely a desire to affect the behaviour of others. We simply want people to do what we want, according to our timetable and the way we want it done.

- **Social:** Many people are motivated by social factors. This may be a desire to belong and to be accepted by a specific peer group or a desire to relate to the

people in our sphere or in the target world. We have an innate need to feel a connection with others. We also have the need for acceptance and affiliation. A genuine and passionate desire to contribute and to make a difference in the lives of others can be another form of social motivation. If we have a longing to make a contribution to the world around us. It is generally a sign that we motivated by social factors.

The real importance of understanding the different types of motivation is in our ability to determine which form of motivation is the most effective for inspiring the desired behaviour in either others or ourselves. None of these styles of motivation is inherently good or bad, the positive or negative outcome is truly determined by the way they are used.

Sharma (2001) studied the impact of extraversion, neuroticism, achievement in motivation and adjustment of college students. Urban youth were proved' better than rural ones in emotional, sexual and total adjustment but no significant difference was found in health and educational adjustment aspects. For Urban youth, extraversion was found positively correlated with some areas of adjustment but was negatively related to total adjustment. In case of rural youth, extraversion was negatively related to college adjustment and positively to neuroticism. However, neuroticism was negatively related to different aspects of adjustment and total adjustment for the urban youth.

Tavani and Losh (2003) studied motivation, self confidence and expectations as predictors of academic performance. On a sample of 4012 high school students of Florida the freshman survey instrument development by cooperative institutional research program was employed to collect the data. The findings indicated that parental education was found to be significant



predictors of educational achievement. Parental education had also positive relationship with achievement motivation of the students.

JUSTIFICATION OF THE PROBLEM

Achievement motivation is a desire to accomplish something different, to overcome obstacles and attain a high standard to excel oneself whether male or female. Motivation is a force that energizes, directs and sustains behaviour towards a goal. In educational contexts we can describe motivation to learn as a tendency to find academic activities which are meaningful and worthwhile when deriving the intended benefits of those activities. Researchers often find a strong correlation between motivation to learn and student's achievement.

Achievement motivation can play a significant role in shaping the behaviour of students whether to acquaint their colleagues or take distance from them while trying to excel during school years. Given this effect, the achievement motivation can be a major driving force in the student's life, school life and attract his/her teacher to show more acceptances for that student and school.

Achievement motivation can be defined as the need for success or the attainment of excellence. There are different forms of motivation including extrinsic and intrinsic. Individual who are intrinsically motivated to use more effective learning strategies and achieve at higher level. Thus we can say the need to achieve, is the spring board of achievement motivation. Our motive for achievement can range from biological needs to satisfying creative desires or realizing success a

competitive venture. Achievement motivated people will logically favour responsibilities that naturally satisfy their needs i.e offer flexibility and opportunity to set or achieve goals.

Thus in present investigation an attempt will be made to study the achievement motivation among male and female of government and private secondary school students.

STATEMENT OF THE PROBLEM

The problem has been stated as follows

STUDY OF ACHIEVEMENT MOTIVATION AMONG GOVERNMENT AND PRIVATE SECONDARY SCHOOL STUDENTS

OBJECTIVES

1. To study the significant difference in achievement motivation among government and private secondary school students.
2. To study the significant difference in achievement motivation among male and female of government secondary school students.
3. To study the significant difference in achievement motivation among male and female of private secondary school students.

HYPOTHESIS

Ho1 There exists no significant difference in achievement motivation among government and private secondary school students.

Ho2 There exists no significant difference in achievement motivation among male and female government secondary school students.

Ho3 There exists no significant difference in achievement motivation among male and female private secondary school students.



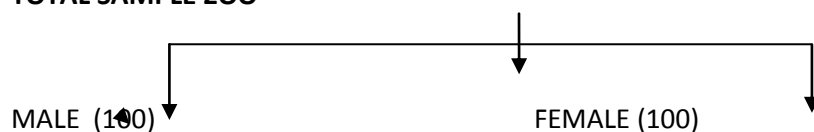
RESEARCH DESIGN

Descriptive survey method will be employed to investigate the present study. The data will be collected from government and private secondary schools at Jalandhar city.

SAMPLE

The sample of study will consist of 200 students. 100 male and 100 female will be selected as a sample from IX class of secondary government and private schools of Jalandhar City. Random sampling technique will be used to select the sample.

TOTAL SAMPLE 200



DATA ANALYSIS AND INTERPRETATION

The propose of this chapter was to conduct the statistical analysis, report and interpret the statistical result of the study and integrate the research. This chapter is divided into two sections.

(A) deals with statistical analysis of the data

(B) includes interpretation of the analyzed data.

(A) Statistical analysis of the data

For the present study, data was collected with the help of achievement motive test (2011) standardised by V.P Bhargava. This data was collected to study the level of achievement motivation among secondary school students and to investigate significant difference in motivation among secondary school students in relation to gender. The collected data was coded and processed using Microsoft excel-2007 software results obtained were analysed under the following section, according to the objectives of the study.

1 Sections-1 Frequency Distribution and Demographic Analysis.

This section provides an overview of the demographic profile of the sample demographic characteristics had variables of gender

1.1 School Wise Demographic Profile-

To study school wise demographic profile of the sample, data of 200 respondents of IX class students were taken. Out of 200 students 100 from government secondary school and 100 from private secondary schools. The demographic detail of sample (N=200) on the bases of schools is being presented with table 4.1.1.

SCHOOL WISE DISTRIBUTION OF SAMPLE(N=200)

GENDER	FREQUENCY	PERCENTAGE
GOVERNMENT SCHOOL	100	50%
PRIVATE SCHOOL	100	50%

Discussion based on above **table1** the school wise distribution of the respondents is illustrated wide table 4.1 of the total sample of 200 respondent 50% (n=100) were government secondary school respondent and 50%(n=100) were private secondary school respondent.

The demographical representation of percentage of government and private secondary schools students is presented with figure 4.1



Figure 1 school wise distribution of the sample (N=200)



1.2 Frequency Distribution of scores of students for the measure of Achievement Motivation (N=200)

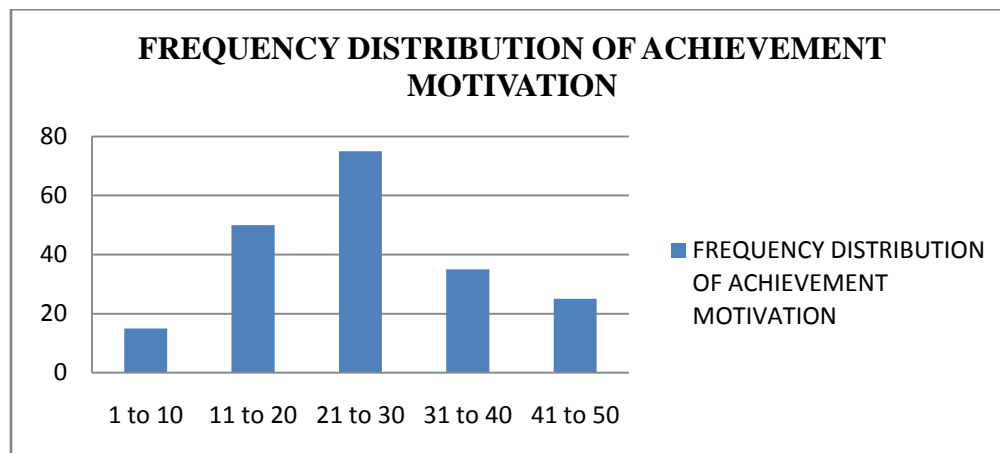
From the frequency table 4.1.2. We find that majority of that the students score between 21-30 on the variables of achievement motivation test and least scores between 110.75 students scored between 21-30. Only 15 students scored between 1 to 10.

Table no.2 Frequency Distribution of scores of students for the measure of achievement motivation (N=200)

Scores	Frequency
1-10	15
11-20	50
21-30	75
31-40	35
41-50	25
Grand total	200

The graphical presentation of frequency distribution of scores for the measurement of achievement motivation (200) is presented in following figure:

Figure no.2 Frequency Distribution of scores of students for the measure of achievement motivation (N=200)



Section II- Descriptive analysis in this section the descriptive analysis includes a summary of the mean and standard deviation achievement motivation.

Table 3 Mean and S.D Comparison of Achievement Motivation Among government and private secondary school students.

School	N	Mean	S.D
Government	100	423.25	24.3087758
Private	100	424.75	11.8708302

Table 3 Showing the mean and standard deviation achievement motivation between government and private secondary school students. The mean score of government school students is 423.25 and S.D is 24.3087758. The mean score of private secondary school students is 424.75 and S.D is 11.8708302.

Table 4 Mean Comparison of Achievement Motivation Among male and female government secondary school students.

GENDER	N	Mean	S.D
Male	50	113.15	11.75
Female	50	119.59	11.72

Table 4 Showing the mean and standard deviation achievement motivation between males and females of government secondary school students. The mean score of male government school students is 113.15 and S.D is 11.75. The mean score females of government secondary school students is 119.59 and S.D is 11.72.

Table 5 Mean Comparison of Achievement Motivation Among male and female private secondary school students.

GENDER	N	Mean	S.D
Male	50	110.15	8.75
Female	50	108.75	13.72

Table 5 Showing the mean and standard deviation achievement motivation between males and females of government secondary school students. The mean score of male private school students is 110.15 and S.D is 8.75. The mean score females of private secondary school students is 108.75 and S.D is 13.72.



SECTION III: UNIVARIATE ANALYSIS

In this section t-test was used to find significant difference between the mean of dimension of achievement motivation.

Ho1: There exists significant difference in achievement motivation among government and private secondary school students.

Table 6 showing the mean, standard deviation and 't'- ratio of achievement motivation between government and private secondary school students.

School	N	MEAN	S.D	't'-value	P-VALUE	Result
Government	100	423.25	24.3087758	1.971957	0.49995	significant
private	100	424.75	11.8708302			

Table 6 showing the mean, S.D and 't'-ratio of achievement motivation between government and private secondary school students. The mean score of government school students is 423.75 and S.D is 24.3087758. The mean score of private school students is 424.75 and S.D is 11.8708302. The 't'- value among government and private school students is 1.971957 at 0.05 level of significance and P-value is 0.49995. Hence there is significant difference in the achievement motivation between government and private secondary school students.

Ho2: There exists no significant difference in achievement motivation among male and female government secondary school students.

Table 7 showing the mean, standard deviation and 't'- ratio of achievement motivation among male and females of government secondary school students.

Gender	N	MEAN	S.D	't'-value	P-VALUE	Result
Male	50	113.15	11.75	0.000142	0.99992	Not significant
Female	50	119.59	11.72			

Table 7 showing the mean, S.D and 't'-ratio of achievement motivation among male and female of government secondary school students. The mean score of male is 113.15 and S.D is 11.75. The mean score of female is 119.59 and S.D is 11.72. The 't'- value of male and female of government school students is 0.000142 at 0.05 level of significance and P-value is 0.99992.

Hence there exists no significant difference in achievement motivation among male and female government secondary school students.

Ho3: There exists no significant difference in achievement motivation among male and female private secondary school students.



Table 8 showing the mean, standard deviation, and 't'- ratio of achievement motivation among male and females of private secondary school students.

Gender	N	MEAN	S.D	't'-value	P-VALUE	Result
Male	50	110.15	8.75	0.408561	0.939843	Not significant
Female	50	108.75	13.72			

Table 8 showing the mean, S.D and 't'-ratio of achievement motivation among male and female of private secondary school students. The mean score of male is 110.15 and S.D is 8.75. The mean score of female is 108.75 and S.D is 13.72. The 't'- value of male and female of private school students is 0.408561 at 0.05 level of significant and P-value is 0.939843.

Hence there exists no significant difference in achievement motivation among male and female private secondary school students.

(B) Interpretation of The Analyzed Data.

In this section the following conclusion are drawn from analyzed data:-

1. We found that majority of students scored between 21-30 on the part of achievement motivation and least score lies between ranges of 1-10.
2. The mean and standard deviation of achievement motivation between government and private secondary school students. The mean score of government school is 423.25 and S.D is 24.30877558. The mean score of private school is 424.75 and S.D is 11.8708302.
3. There is significant difference in the achievement motivation among government and private school students. We found 't' ratio 1.971957 and P- value is 0.49995 which is significant at 0.05 level. It is clear that exist significant difference is academic achievement motivation among government and private secondary school students. Our hypothesis stated that there exists significant difference in achievement motivation among

government and private secondary school students.

4. The mean and standard deviation of achievement motivation among males and females of government secondary school students. The mean score of male of government school is 113.15 and S.D is 11.75. The mean score of females of government school is 119.59 and S.D is 11.72.
5. There is no significant difference in the achievement motivation among males and females of government school students. We found that 't' ratio 0.000142 and P- value is 0.99992 which is significant at 0.05 level. It is clear that exist no significant difference is academic achievement motivation among males and females of government secondary school students. Our hypothesis stated that there exists no significant difference in achievement motivation among males and females of government secondary school students.
6. The mean and standard deviation of achievement motivation among males and females of private secondary school students. The mean score of male of private school is 110.15 and S.D is 8.75. The mean score of females of private school is 108.75 and S.D is 13.72.



7. There is no significant difference in the achievement motivation among males and females of private school students. We found 't' ratio 0.408561 and P-value is 0.939843 which is significant at 0.05 level. It is clear that exist no significant difference is academic achievement motivation among males and females of private secondary school students. Our hypothesis stated that there exists no significant difference in achievement motivation among males and females of private secondary school students.

CONCLUSION

In this section the following conclusion are drawn from analyzed data

1. We found that majority of students scored between 21-30, on the part of achievement motivation and least score lies between ranges of 1-10.
2. The mean and standard deviation of achievement motivation between government and private secondary school students. The mean score of government school is 423.25 and S.D is 24.30877558. The mean score of private school is 424.75 and S.D is 11.8708302.
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4. The mean and standard deviation of achievement motivation among males and females of government secondary school students. The mean score of male of government school is 113.15 and S.D is 11.75. The mean score of females of government school is 119.59 and S.D is 11.72.
5. There is no significant difference in the achievement motivation among male and female of government school students. We found 't' ratio 0.000142 and P- value is 0.99992 which is significant at 0.05 level. It is clear that exist no significant difference is academic achievement motivation among males and females of government secondary school students. Our hypothesis stated that there exists no significant difference in achievement motivation among males and females of government secondary school students.
6. The mean and standard deviation of achievement motivation among males and females of private secondary school students. The mean score of male of private school is 110.15 and S.D is 8.75. The mean score of females of private school is 108.75 and S.D is 13.72.
7. There is no significant difference in the achievement motivation among males and females of private school students. We found 't' ratio 0.408561 and P-value is 0.939843 which is significant at 0.05 level. It is clear that exist no significant difference is academic achievement motivation among males and females of private secondary school students. Our hypothesis stated that there no exists significant difference in achievement motivation among males and females of private secondary school students.



There exists significant difference in achievement motivation among government and private secondary school students.

There exists no significant difference in achievement motivation among male and female government secondary school students.

There exists no significant difference in achievement motivation among male and female private secondary school students.

EDUCATION IMPLICATIONS

The purpose of the study was to examine the nature of achievement motivation of government and private schools of Jalandhar city. It was universally accepted that a education system and the personalities of the teacher have a great effect on his/ her students. Therefore

1. It is important for the teacher and parents to convey to their children the importance of achievement motivation by helping them to develop high achievement motivation.
2. Information about the achievement motivation of the adolescents will help teachers to understand their area of interests.
3. The teacher should make clear the importance of achievement motive in life by means of telling the stories of great men and their achievement from all walks of life.
4. The teacher should provide a proper environment in the class and outside class.
5. The teacher's attitude and enthusiasm will create better environment for achievement motive in children.
6. The teacher should relate the motive with future life of students and assign independent responsibility to them.

7. Teacher should provide a better environment and should try to develop all the positive attributes among students. Motivation should be given to students for better achievement.
8. Individual attention should be given to student.
9. Teacher should become a role. So that the students can imitate their behaviour. Child centered approach should be used for teaching.
10. Emphasis should be laid on co-curricular activities and other extracurricular activities like games, quiz, competition, debate, declamation etc.

SUGGESTIONS FOR FURTHER STUDY

Research is never ending process. Every investigator after completing his research become aware of the area in which future research is needed and naturally feels motivated to indicate the area which may be taken up for research by other investigator . The researcher by the virtue of his experience in the field of study offers the following suggestions for future research that could be undertaken by perspective researchers.

1. The study may be conducted at the primary school and college levels.
2. A similar study may be conducted on special group of children as handicap, gifted and backward.
3. The present study may be replicated on a large sample. Sample size may be increase with the inclusion of other variables.
4. Comparative studies also may be conducted .
5. Achievement motivation may be studied on service sector people
6. A similar study of achievement motivation on distance education may also be taken up.



7. Further studies may replicate on a wider and different sample, taking with other variables.

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