

# Achievement Motivation, Intelligence and Study Habits as Predictors of Academic Performance of Adolescents

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## Introduction

Education is the most powerful weapon to which you can use to change the world

**Nelson Mandela**  
**Former President of South Africa**

Education is a process which begins from birth and goes till death to develop the personality of the individual so that he /she can contribute something to the best of his capacity for the welfare and progress of human beings. Education is of significant importance in our life. In the words of French revolutionary Dounton, “After bread we need education.” It is a process of instruction aimed at all-round development of the personality of boys and girls. Education dispels ignorance and is the only wealth that can not be robbed. The importance of education is basically for two reasons. The first is that the training of a human mind can not complete without education. Education enables a person to think rightly and takes decision properly. The second reason is that only through the attainment of education man is enabled to receive information from internal world, to acquaint him with the past history and receive all necessary information regarding present. It is the education and only education that paves the way for a better future for mankind. Education commission (1964-66) stressed, ‘that in world based on science and technology it is education that determines the level of prosperity, welfare and security of the people’.

Today only those nations are developed which have the knowledge power. Swami Vivekananda had said, “I see it before my eyes,

a nation is advanced in proportion on education and intelligence spread among masses.” The article 28 of the Universal declaration of human rights, proclaimed by the General Assembly of the UNO in 1948 in its opening paragraph stated that ,” Everyone has the right to education,” Indian constitution has also made elementary education a fundamental right under Article 21 A and implemented it from 01 April,2010. The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. Article 45 of directive principle of state policy earlier reads,” The state shall endeavour with in ten years from its commencement to provide free and compulsory elementary education to all children until they complete the age of 14 years.” Now it has been changed and it reads, “ The state shall endeavour to provide early childhood care and education to all children until they complete age of six years,”. The Article 51 A also amended and column J inserted which make it fundamental duties , “ Who is a parent or guardian to provide opportunities for education to his child or the case may be, ward between the age of six to fourteen years”. Equality of opportunity for education irrespective of religion, race, caste, class and language (Article 29 (2), promotion of education in weaker sections of the society (Art-46), no

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discrimination against women ( Art-15 (1), bringing of education on concurrent list ( 42nd constitutional amendment, 1976). Now Govt. of India decided to include education in a fundamental right list. Since it is realized that the strength of the country lies in transforming its people into a productive and useful resources rather than leaving them to continue to be a liability. The National Policy on Education ( 1986,p 2 &3) rightly considers human being as a positive assets and a precious national resources which needs to be cherished, nurtured and developed with dynamism. Further the policy asserts education to be unique investment.

#### **Objectives of the Study**

1. To predict the academic performance of adolescents by using independent achievement motivation, intelligence and study habits as or predictive variables.
2. To predict the academic performance of male and female adolescents by using achievement motivation, intelligence and study habits as independent or predictive variables.
3. To predict the academic performance of rural and urban adolescents by using achievement motivation, intelligence and study habits as independent or predictive variables.

#### **Hypothesis of the Study:**

1 Achievement motivation, intelligence and study habits would not be the significant predictors of academic performance of adolescent.

2 Achievement motivation, intelligence and study habits would not be the significant predictors of academic performance of male and female adolescents.

3 Achievement motivation, intelligence and study habits would not be the significant predictors of academic performance of rural and urban adolescents.

#### **Sample**

The sample comprised 520 XI class students selected randomly, out of which 250 Male (260 Rural and 260 Urban) and 260 Female (130 Rural and 130 Urban). Adolescents were taken from following mentioned 26 higher secondary schools (13 Rural and 13 Urban) of Darbhanga district. Every third student was taken randomly, the random sampling technique is more suitable, and hence the selection of this method was considered appropriate for the collection of data.

#### **Tools of the Study**

1. Academic Achievement Motivation Test (AAMT)

By: Dr. T.R. Sharma, published by National Psychological Corporation, Agra.

2. Test of General Mental Ability.

By: M.C. Joshi, published by Rupa Psychological Center, Bhelupur, Varanasi.

3. Study Habits Inventory (SHI)

By: D.N. Sansalwal & M. Mukhopadhyaya, Published by National Psychological Corporation, Agra.

4. Academic Performance: Percentage of marks of High School Examination were considered as academic performance.

The descriptions of the above tests are given below:

#### **Findings and Interpretations:**

1. Achievement Motivation, Intelligence and Study Habits would not be the significant predictors of Academic Performance of Adolescent. It is confirmed that all the three variables Achievement Motivation, Intelligence and Study Habits have emerged as the significant predictors of Academic Performance of Adolescents. But Intelligence is a potential predictor of Academic Performance. The value of F-ratio (1921.362) is significant statistically

at 0.01 levels. When Intelligence is combined with Achievement Motivation the F-ratio is found to be (1312.012) which is again significant at 0.01 levels. Intelligence, Achievement Motivation and Study Habits are also found to be the significant predictors of Academic Performance as F-ratio is (978.620). The magnitude of the shared common variance between Intelligence and Academic Performance as represented by the multiple regression factor ( $R^2$ ) appeared to be (75.6 %). Intelligence combined with Achievement Motivation contributes (80.9%) while the collective contribution of all three predictors' variables is (82.6 %). It shows that the influence of Intelligence as the predictor of Academic Performance is dominant and significant. The above findings are in harmony with Verma. (1960), Rai (1974), Contractor, B. M. (1977), Shivappa, D. (1980) and Qureshi, Z.M. et. al. (1986) who reported that Intelligence, Study Habits are the significant predictors of Academic Performance. So, the above hypothesis No.1 is rejected.

2. Achievement Motivation, Intelligence and Study Habits would not be the significant predictors of Academic Performance of Male and Female Adolescents.

It is revealed that Intelligence emerged as the most potential predictors of Academic Performance among both Male and Female Adolescents. The F-ratio for Male and Female are 1299.119 and 681.539 respectively. In case of Rural Male, Achievement Motivation is a dominant predictor of Academic Performance as F-ratio is 1686.253 and in rest all the cases Intelligence is a potential predictor of Academic Performance. Among Rural Female the F-ratio of Intelligence is 309.966, among Urban Male the F-ratio of Intelligence is 251.989 and among Urban Female the F-ratio of Intelligence is 526.974. It also depicts that the magnitude of the shared common variance between

Intelligence and Academic Performance as represented by the multiple regression factor ( $r^2$ ) appeared to be 75.8%, in case of Male. Whereas this variance is 77.1% for Female Adolescents. It is 82.2% in case of Rural Female and 65.2% for Urban Male while 79.8% for Urban Female. So, it can be concluded that Intelligence has emerged as the significant predictor of Academic Performance for Male and Female Adolescents.

Intelligence combined with Achievement Motivation contributes 80.9% for Academic Performance of Male Adolescents. It is 82.4%, for Female Adolescents. In case of Rural Female, Intelligence and Achievement Motivation predict Academic Performance 88.6% (Table 4.63). It is 74.0 % and 82.8% for Urban Male and Urban Female respectively. Only in case of Rural Male, Achievement Motivation emerged as the potential factor predicting Academic Performance as F-ratio is 1686.253 and ( $R^2$ ) is 85.8 and here achievement Motivation combined with Intelligence predict Academic Performance 88.6%. Thus, this hypothesis is also rejected.

3. Achievement Motivation, Intelligence and Study Habits would not be the significant predictor of Academic Performance of Rural and Urban Adolescents.

Regression analysis revealed that all the three variables i.e., Achievement Motivation, Intelligence and Socio Economic Status have emerged as the significant predictors of Academic Performance, in case of both Rural and Urban Adolescents. The value of ( $R^2$ ) for above mentioned three predictors variables indicates that their contribution in predicting Academic Performance is 87.5 % in case of Rural Adolescents, whereas it is 78.0 % for urban Adolescents. Achievement Motivation has emerged as the potential variable in predicting Academic Performance of Rural Adolescents

as F-ratio is 1668.672 and (R<sup>2</sup>) is 82.71 where as , Intelligence has emerged as the potential variable for predicting Academic Performance incase of Urban Adolescents as F-ratio is 659.094 and ( R<sup>2</sup> ) is 71.1 % . Achievement Motivation combined with Intelligence predicts 85.8 % for Rural Adolescents and Intelligence combined with Achievement Motivation predict Academic Performance 76.7 % . The collective contribution of all the three predictors' variables i.e., Achievement Motivation, Intelligence and Socio Economic Status appeared to be 87.5 % and 78.0. % for Rural and Urban Adolescents respectively. It is found here is no significant difference between Rural and Urban Adolescents in predicting Academic Performance on the basis of Achievement Motivation, Intelligence and Study Habits. So, the above hypothesis is also rejected.

### Conclusion:

Academic performance becomes a matter of great concerns in our present system of education. There are various factors which influence the academic performance but intelligence, achievement motivation and study habits affect most. The study reveals that intelligence is the most potential predictor of academic performance in urban area while in rural area achievement motivation plays key role in effecting academic performance. In urban area child avail all the required necessary facilities in a form of good school, good teacher, conducive environment , a lots of sources and resources of information, special care of parents and also tutors and so on, these all components helps the child to perform well but here in rural areas generally there is a lack of good schools, good teachers, favourable environment, on the name of sources and resources there is nothing, due to unawareness parents also do not give proper care to their child the tuition is still not considered as a part of education like urban areas

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