



Motivation and Goal Attainment with the Academic Performance of the Students in Engineering Colleges in the Southern Districts of Tamil Nadu, India

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ABSTRACT

In the present research study, an effort has been made to observe the motivation and goal attainment in engineering colleges in the southern districts of Tamil Nadu. Among the 38 districts of Tamil Nadu, the southern region is formed of Madurai, Virudhunagar, Tuticorin, Tirunelveli and Kanyakumari districts. In theory, goal attainment can assist the current-biased students to reduce their self-discipline crisis. In reality, there is slight probable support on the fundamental effects of different performance goals for college students. Motivation and goal attainment with academic performance is not a solitary build but somewhat includes a multiplicity of different builds like ability self-concepts, subjective task values, confidence, academic setting and goal accomplishment. A survey study was adapted to this research study for the collection of needed data. Statistical techniques of Arithmetic Mean and Standard Deviation were used to analyze the collected data for testing the stated hypotheses. The outcome exposed that Male and Female students had a significant difference regarding their motivation and goal attainment. But government and self-finance engineering college students, rural and urban area students had no significant difference regarding their motivation and goal attainment.

KEYWORDS: College Teacher, Engineering Students, Goal Attainment, Motivation, Ability Self - Concepts.

I. INTRODUCTION

Motivation and goal attainment is one type of motivation that aids to decide how and why a particular person has behaved in a certain way. This had directed the researcher to research this study to the development of motivation and goal attainment of engineering college students. The need for goal

attainment has guided several researchers to examine why and what constructs students to do the activities at best and also to attain the different levels of attainment in a classroom environment. Numerous research studies are required to elucidate the reasons included in high and low attaining personalities. What appeared was not one theory or situation or performance, but that motivation and goal attainment is foremost represented as a multidimensional construct (Ziegler, Schmukle, Egloff & Buhner, 2010) in wide terms motivation and goal attainment represents a significant construct in comprehending a particular person's motivation to toil on obligation tasks, offer authentic solutions to issues and evaluates thread and to manage improbability (Ziegler et al.).

There have been many different theories that gradually improved about motivation and goal attainments, such as Murray (1938), who narrated it as an attribute – like trait influencing behavior, particularly in association to, shining in a task and achieving an outstanding or extremely good, others theories involve goal setting theory and expectancy-value theory. These all have well-built elements of motivation and goal attainment in them. However, one model that has affected a number of these theories has been the replica of the need for motivation developed by David McClelland who along with Atkinson and Murray first defined the theory of “need for motivation” involving its constructs and variables. McClelland factored in the need for motivation as fundamental to motivation and goal attainment. McClelland saw the need for motivation correlated to rival with one's own performance rules. He distinguished among trust for victory and panic of failure. (Ziegler, Schmukle, Egloff and Buhner, 2010).

Academic motivation is intelligence obtained or skill developed in the college subjects generally planned by scores. The world is becoming



a more and more competitive quality of performance has become a vital reason for an independent person's growth. Parents anticipate good quality achievement on the role of the children. These assumptions for a high level of accomplishment put a lot of stress and strain on students, teachers and instruments and in common the education system itself, in fact it comes out as if the entire system of education turns around the academic performance of the student, straight through different other results are also anticipated from the system. Thus a large number of times and attempts of the colleges are used for carrying out the students to attain better in their scholastic effects.

Need and significance of the study

The efficacy of any educational system is measured to the scope the students demand in the system attains, whether it is involving conscious intellectual activity (such as thinking, reasoning or remembering). In common terms, motivation and goal attainment refers to the scholastic or academic performance of the student at the last part of an educational programme. To enhance the motivation within a specified construct is, therefore, the target of each educationist. Research has emerged our support by looking into what variables individual, College teacher, etc., encourage attainment and what are discouraged to it. It has been thus specified that a good many of variables, such as individuality characteristics of the learners, the socio-financial status from which they acclaim, the educational eagerness, the managerial environment of the institution, etc. to point out a few, manipulate motivation and goal attainment in varying degrees. So the current effort is constructed to study the research of motivation and goal attainment with the academic performance of engineering college students in the southern districts of Tamil Nadu.

Description of the problem

The problem chosen for the current research study is entitled "Motivation and Goal Attainment with Academic Performance of the Students in Engineering Colleges in the Southern Districts of Tamil Nadu, India"

Purpose of the research study

To observe

- ❖ The difference between male and female students concerning their Ability Self-Concepts.
- ❖ The difference between government and self-finance engineering college students concerning their Ability Self-Concepts.

- ❖ The difference between rural and urban area students concerning their Ability Self-Concepts.

The Hypothesis of the research study

The following null hypotheses were worked out for the cause of testing:

- ❖ There is no significant difference between male and female students concerning their Ability Self-Concepts.
- ❖ There is no significant difference between government and self-finance engineering college students concerning their Ability Self-Concepts.
- ❖ There is no significant difference between rural and urban area students concerning their Ability Self-Concepts.

The Methodology of the research study

To achieve the over said purpose of the research, a survey study was employed. The survey study expresses and explains what obtains at present. They are anxious with current circumstances or relations, prevailing practices, confidence attitudes and perspectives etc.

Tools used for the research study

Academic Motivation Scale formulated and verified by Schlessler and Finger (1969). The Academic Motivation scale consists of 40 items. Each sentence is preceded by three alternatives responses. The alternatives are prearranged in order of one's suggestion towards motivation in the areas-academic, vocation; social context and ability weightage 1, 2 and 3 are approximately awarded for alternatives [a], [b] and [c] respectively of any sentence. Thus, the scale value lies down between 40 and 120. The scale used for this research study is to evaluate student's Academic Motivation has construct validity. Also, the intrinsic validity found by the author (Satyamurthy, 1964) of this tool was 0.92 and the reliability was found to be 0.86 by the split-half method of reliability. The researcher has also initiated the reliability of the tool as 0.73 by the split-half method of reliability and the intrinsic validity as 0.84. Thus, Academic Motivation has reliability and validity.

Sample of the research study

The random sampling method has been used in the selection of the sample and as many as 300 engineering college students in different streams of engineering in the academic year 2019-20 in the Southern Districts of Tamil Nadu.



Statistical techniques used

❖ The Academic Motivation scores of the various sub-samples were collected and their means and standard deviations were calculated and shown in Table -1

❖ The test of significance was used to test the hypotheses and the details of the calculations were shown in Table - 2

Table – 1 Achievement Motivation Scores of the Subsamples

Subsamples	No	Mean	S.D.
Total sample	300	82.19	3.36
Male Students	160	80.80	3.03
Female students	140	83.57	3.35
Government engineering college students	180	82.61	3.86
Self -finance engineering students	120	81.38	2.17
Rural area students	205	82.50	3.22
Urban area students	95	81.51	3.62

The means of Academic motivation and goal attainment are found to range from 80.80 to 83.57 concerning their total sample and its subsamples. The mean of the Academic motivation scores for the whole sample is 82.19. As appeared in Table – 1 that the standard deviation range from

2.17 to 3.86 and the interval is not very wide, recommending that the group is nearly homogeneous. Since the mean, the median and the mode do not vary much; the distribution can be viewed as nearly normal.

Table -2 Difference between the Means of the Academic Motivation Scores of the Subsamples

Subsamples	Number	Mean	S.D.	“t” value	Level of significance
Male students	160	80.80	3.03	4.52	0.01
Female students	140	83.57	3.35		
Government engineering college students	180	82.61	3.86	1.39	NS
Self-finance engineering college students	120	81.38	2.17		
Rural area students	205	82.50	3.22	1.52	NS
Urban area students	95	81.51	3.62		

The present details of the calculations are shown in Table – 2. Regarding Male and Female students (“t” value -4.52) the “t” values are found to be significant at 0.05 levels. But concerning Government and Self-finance engineering college students (“t” value – 1.39) and in respect of Rural and Urban area students (“t” value – 1.52) the “t” values are not significant at 0.05 levels. Therefore, the null hypotheses (1) are rejected whereas (2) and (3) are accepted. It has come to an end that Male and Female students have a significant difference concerning their Academic Motivation. Moreover, the female students (Mean – 83.57) are found to be improved better than the male students, (Mean – 80.80) in their Academic Motivation. The Government and Self-finance engineering college

students and Rural and Urban area students have no significant difference concerning their Academic Motivation.

II. FINDINGS

- ❖ There is a significant difference between Male and Female students concerning their Academic Motivation
- ❖ There is no significant difference between Government and Self finance engineering college students concerning their Academic Motivation
- ❖ There is no significant difference between Rural and Urban area students concerning their Academic Motivation.



III. CONCLUSION

The current research study exposed that there is a significant difference between Male and Female engineering college students concerning their Academic Motivation. But, Government and Self-finance engineering college students; Rural and Urban area students have no significant difference concerning their Academic Motivation. Moreover, there were no differences between the male and female students of engineering colleges at the commencement of the semester; significant differences transverse male and female engineering college students were observed at the closing stage of the semester. However, in particular, students that received some type of feedback beyond just their grades had better levels of motivation and goal attainment concerning their academic performance at the closing stage of the semester compared to students that received no additional feedback. This research study communicates that applying a different approach to delivering feedback to students may give rise to better academic motivation and enhanced goal attainment among students at the Government and self-finance engineering colleges.

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