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COMPARATIVE STUDY OF MEMORY AND ACHIEVEMENT MOTIVATION OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO RESIDENTIAL BACKGROUND

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ABSTRACT

Education is central to sustainable development to ensure a better quality of life for everyone now and for generations to come. Education today requires one to mould a child into an individual capable of contributing effectively to society and to the world community at large. Children in today's world must be taught to think and not merely to remember. Memory constitutes very significant components of the teaching learning process. It is basically in terms of the retention of the acquired experiences or skills that the effectiveness of any educational programmed can be evaluated. Achievement motivation is relatively a new concept in the world of motivation. It is an essential type of motivation that is personal in nature. The basis of achievement motivation is achievement motive i.e. a motive to achieve those who engage themselves in the task an account of an achievement motive that are said to work under the sprit of achievement motivation. It has been referred to as the need for achievement, a wish to do well. Descriptive survey method as research methodology is used in the present study. It has been generally observed that illiteracy is prevailing in the most of the families of the rural area students. It is pertinent to explain that lack of education and rationality adversely affects the thought processes of the individual. This distorted pattern may prevail in the personality make up of the rural students, which may cause low memory level in them in comparing with memory level of urban students. This low memory affects the achievement level of the students.

KEYWORDS

achievement motivation, education, memory.

INTRODUCTION

Education plays an important role in the progress of an individual's mind and country. Ignorance and poverty is major speed breaker in the swift developing country and can be overcome easily through education. It is one of the most important driver's of India social and economic development. Higher levels of literacy lead to greater economic output, higher employment levels, better health, better social structure, and higher marks along number development indicators. More specifically the impact of educating girls and women has been shown to result in rapid improvement in family planning, nutrition, health and income and is seen as one of the best tools from prompting social and economic development. Empirical evidence attests that education has largely contributed to the socio economic progress and improvement of the standard of the living of the people of the nation.

In addition to specialization in particular subject the present age of computer demands knowledge and understanding regarding all fields of life. In today's cut throat competition, where technology rules, growth can be achieved only if one possesses appropriate knowledge and intellectual understanding of concepts which could be reproduced at right place to generate a right decision to achieve such a growth, a high power of memory is pre requisite that helps in quick reproduction of what has been assimilated earlier. Whatever is learnt can only be usable, if it is retained in the mind so that it can be utilized whenever required. Thus, success, durability and efficiency of learning depend upon memory.

Memory constitutes very significant components of the teaching learning process. It is basically in terms of the retention of the acquired experiences or skills that the effectiveness of any educational programmed can be evaluated. Research in educational psychology for a long time shared a major concern with improving the memory of students. The teaching learning strategies, on the characteristics of learners are identified, which governed better or poor retention. Recent developments in the field have brought at the importance of certain strategies related to reception, acquisition organization, coding and retrieval of information in determining retention and subsequent recall. These processes are facilitated or inhibited by certain factors involved in the various stages of processing. An understanding of this processes greatly help learning and retention of a variety of materials.

Achievement motivation is relatively a new concept in the world of motivation. It is essential a type of motivation that is personal in nature. The basis of achievement motivation is achievement motive i.e. a motive to achieve those who engage themselves in the task an account of an achievement motive are said to work under the sprit of achievement motivation. It has been referred to as the need for achievement, a wish to do well. It refers to the accomplish something to do his best, to excel others in performance. This involves competition with a particular standard of the excellence of performance. It is conceived as desired to accomplish something difficult. The desired is accompanied by action, that is, the individual make intense, prolonged and repeated effort to accomplish something difficult.

REVIEW OF RELATED LITERATURE

The review of research literature is the body of research information related to the problem. In simple terms, the similar or related studies carried out by the research workers at various levels are called review of related literature. The survey of relevant studies serves as the basis of most of the research project in physical, natural and social sciences and also in humanities. Realizing the importance of the review of related literature might provide guiding hypotheses suggestive method of investigation comparative data for interpretative purposing. Sometimes textbooks are subjective insight and hypotheses that may well have in the place in the survey of related literature.

STUDIES PERTAINING TO MEMORY IN INDIA

Study on comparative study of Guilford memory study ability among advantaged and disadvantaged students. They found that: (1) the advantaged and disadvantaged students differed significantly in their attainment of different memory abilities. (2) The advantaged girls and disadvantaged boys didn't differ significantly in their attainment of memory abilities. Investigator revealed that both groups differed significantly in their attainment of memory abilities. However, advantages and disadvantages boys as well as girls did not differ significantly in their memory abilities. (Kashinath and Gudi 1997)

Study on effect of certain personal and social variables such as age, sex, grade, family size and socio economic status on memory. A variety of memory tasks and tests were given to boys and girls of class VIII to XII. Factor analysis revealed a set of five factors to account for memory of the subjects. These were numerical and alphabetical memory, figure and color association memory and symbol and older memory. Age, birth – order, family size and socio – economic status exercised significant influences on memory tasks. There were some differences according to grade level, these were not systematic and the effects of sex were not at all

significant. Author concluded that age and sense modalities to be significant determinant of STM and LTM, but the effects of sex were not significant on either measure. (Donga 1989)

STUDIES PERTAINING TO ACHIEVEMENT MOTIVATION IN INDIA

Study on achievement motivation of rural and urban students. Results showed that there was significant difference between achievement motivation of boys and girls. Mean scores of girls of achievement motivation test were 35.32 which was greater than mean scores of boys 34.57. Findings of the study also shows insignificant difference ($F=1.85, P>0.05$) between achievement motivation of rural and urban students. Researcher find that rural and urban education have no difference it means that there is education facilities provided in both areas but there is significant difference in boys and girls education this is may be due to restriction for girls in Indian society. (Kaur 2004)

Study on achievement as related to academic achievement motivation and attitude towards study of history. The findings of the study revealed that 54.5% of students have relatively high level of academic achievement motivation, and the rest (45.4%) have relatively low level of academic achievement motivation. The gender, locale of school, economic conditions of students and communities of students have caused no significant difference in respect of their achievement in history, academic achievement motivation and their attitude towards the study of history. The educational status of parents has caused significant difference in respect of their achievement in history, academic achievement motivation and their attitude towards the study of history. There is significant and positive relationship between the higher secondary students achievement in history and their academic achievement motivation. (Krishnamurthy 2001)

STUDIES PERTAINING TO MEMORY AND ACHIEVEMENT MOTIVATION IN INDIA

Study on memory, achievement motivation and mental abilities among secondary school tribal and non-tribal students. A comparative study. The findings with regards to memory of senior Secondary school tribal and non-tribal students showed that (1) there was significant difference in the memory scores of secondary school tribal and non-tribal students. (2) There was significant difference in the memory scores of secondary school tribal and non-tribal boy students. (3) There was significant difference in the memory scores of secondary school tribal and girl non-tribal students. The mean scores of the tribal girls was bit higher than the non-tribal girls it did not premise any note worthy difference. (4) There was no significant difference in the memory scores of secondary school tribal boys and non-tribal girl students. (5) There was significant difference in the memory scores of secondary school tribal girls and non-tribal boy students.

The findings with regards to achievement motivation of Secondary school tribal and non-tribal students showed that (1) there was significant difference in the achievement motivation scores of secondary school tribal and non-tribal students. (2) There was significant difference in the achievement motivation scores of secondary school tribal and non-tribal boy students. (3) There was significant difference in the achievement motivation scores of secondary school tribal and girl non-tribal students. (4) There was significant difference in the achievement motivation scores of secondary school tribal boys and non-tribal girl students. (5) There was significant difference in the achievement motivation scores of secondary school tribal girls and non-tribal boy students.

The findings with regards to mental abilities of Secondary school tribal and non-tribal students showed that (1) there was significant difference in the verbal ability scores of secondary school tribal and non-tribal students. (2) There was significant difference in the verbal ability scores of secondary school tribal and non-tribal boy students. (3) There was significant difference in the verbal ability scores of secondary school tribal and girl non-tribal students. (4) There was significant difference in the verbal ability scores of secondary school tribal boys and non-tribal girl students. (5) There was significant difference in the verbal ability scores of secondary school tribal girls and non-tribal boy students. (6) There was significant difference in the non-verbal ability scores of secondary school tribal and non-tribal students. (7) There was significant difference in the non-verbal ability scores of secondary school tribal and non-tribal boy students. (8) There was significant difference in the non-verbal ability scores of secondary school tribal and girl non-tribal students. (9) There was significant difference in the non-verbal ability scores of secondary school tribal boys and non-tribal girl students. (10) There was significant difference in the non-verbal ability scores of secondary school tribal girls and non-tribal boy students. Researcher of the study concludes that tribal are still lagging behind as compare to non – tribal. This is because of illiteracy and low socio – economic status of the member of the family of the tribal students. (Sa 2003)

STATEMENT OF THE STUDY

India is the seventh largest country and second most populous country of the world. India's population constitutes nearly 16.7% of the total world population in 2.4% of world geographical area. India has 1027 million people as per the 2001 census. Today, India is know as the talent pool of the world, where intelligent, educated people are very easy to find, and this fact has definitely given a boost to education of India. Education is universally recognized as a major component of human development. As such, certain minimum level of literacy seems to be essential for a population to break out of the vicious circle of poverty. Human development is therefore, assembled in terms of literacy and related indicators. The literacy rate in India increase from 18.33% in 1951 to 65.38% in 2001. There has been remarkable progress in literacy. For the first time since independence the absolute number of literates has declined by over 31.9% million in last decades. An India commitment to spread of knowledge and freedom of thought among its citizens is reflected in its constitutions. The directive principle contained in Article 45 enjoins that "the state shall endeavor to provide within a period of ten years from the commencement of this constitutions, for free and compulsory education for all children until they complete the age of fourteen years".

Sikkim is the 22nd state of India. It lies on the north Eastern corner of India and is located between Bhutan and Nepal with West Bengal in its south. Sikkim has population of 540, 493, made up of Lepchas, Nepalese and Bhutias over the area of 7, 096 sq.km. A substantial plan allocation has been made in the Human Resource Development Sector, in line with the objective of the government for achievement of cent per cent by the year 2015. The enrolment ration of girls and boys has improved from 90:100 in the year 1994 to 100:105 in 2005. As against, the literacy rate of 69.68% in the year 2001, which incidentally is more than the national average of the 65.38%. Education policies of the Sikkim have been made to achieve the goal of national development. It highlights growth and priority in the areas of education that points to challenges the future. In spite of the good progress in education, there are continuing problems in senior secondary education. Senior secondary education is a critical stage in any scheme of educational reconstruction for the development of the nation. Students have to face lots of problem after completion of secondary education. Mostly, problems arise in rural areas due to limited schools and poverty. In rural area people are poor and they do not have that much ability to afford proper education facilities to their child. Due to poverty and distance of the schools they leave the schools after completion of the secondary education and sometimes leave the school at the middle of the session. Rural students are may not have proper stimulating home environment to flower their inherent abilities and aptitudes. They may have higher level of memory in comparison to urban students, to get their educational achievement may be much poorer than that of others, because they do not have high aspiration and stronger degrees of achievement motivation. Moreover, they are born and brought up in a different social setup and their abilities may be latent and we need to nourish and develop the same. In this regard, the policy planned and the educational experts need to be well versed basically with respect to the cognitive and non-cognitive abilities of rural and urban students. So as to find out the etiology of their social backwardness and to check out remedial measures and thus to bring them to the mainstream, the researcher addressed the study to the following questions:

- Do the rural and urban students posses different level of Memory?
- Do the rural and urban students posses different level of Achievement Motivation?

If rural students have deficient memory, possess lower level of achievement motivation in comparison to urban students than what measure should be taken for their improvement in all those areas? On the basis of the findings of this question, policy planners and government will have strong base to facilitate better educational system for their upliftment.

The third world countries like India have embarked upon a process of reforming their economics to fall in live with the global trends. Economic development efforts may find fruition only when the secondary and tertiary levels of education are made responsive to the demands of the market forces governed by the ever evolving developments in science and technology. The scanning of previous related research studies reveals that very scanty researches have been made on memory and achievement motivation of secondary school students. Through same studies are available on achievement motivation and general intelligence, the results are contradictory. Moreover, if we do not know the potential level in various memory and achievement motivation of the deprived of our society, we will not be in a better position to adopt various measures to sharpen different dimensions of their personality. Thus, the present researcher study to compare memory, achievement motivation of senior secondary students in relation to residential background to arrive at substantial conclusions.

OBJECTIVES OF THE STUDY

- To compare the memory of senior secondary school boys and girls students in urban area.
- To compare the memory of senior secondary school boys and girls students in rural area.
- To compare the achievement motivation of senior secondary school boys and girls students in urban area.
- To compare the achievement motivation of senior secondary school boys and girls students in rural area.
- To compare memory and achievement motivation of senior secondary school boys and girls students in urban and rural areas.

HYPOTHESES OF THE STUDY

- 1) There exists no significant difference between memory of senior secondary school boys and girls students in urban area.
- 2) There exists no significant difference between memory senior secondary school boys and girls students of in rural area.
- 3) There exists no significant difference between achievement motivation of senior secondary school boys and girls students in urban area.
- 4) There exists no significant difference between achievement motivation of senior secondary school boys and girls students in rural area.
- 5) There exists significant difference between memory and achievement motivation of senior secondary school boys and girls students in urban and rural areas.

METHOD OF RESEARCH

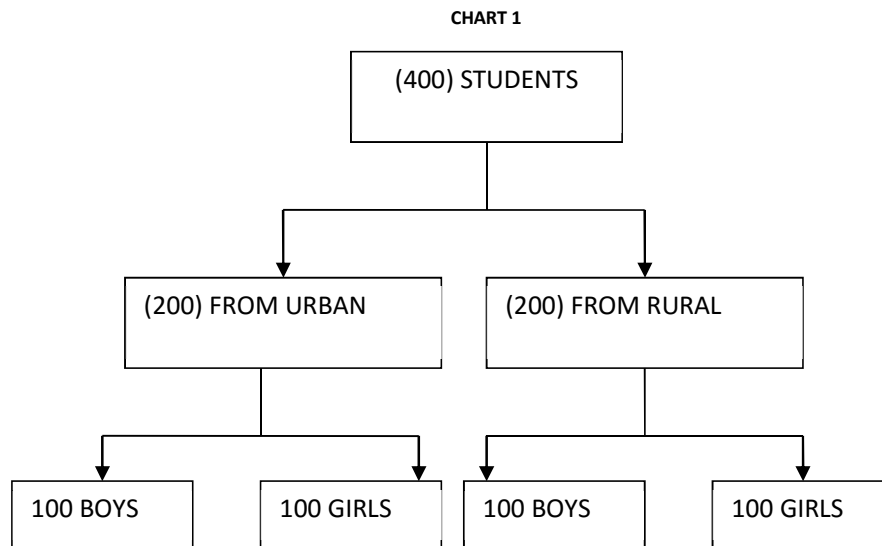
For the present study researcher choose the survey type descriptive research.

POPULATION

The active group from which the sample has been selected is called as population. The senior secondary school rural and urban students studying in class XII of East and South district of Sikkim constituted the population for the present research investigation.

SAMPLE

A sample is a smaller representation of a larger whole i.e. a population. For the present study the investigator has decided to select randomly 10 schools, 5 from Urban and 5 from Rural. 400 students of those schools will be selected as sample using random sampling technique on the basis of equal allocation. Out of 400, 200 from East district (58 boys and 58 girls from rural areas and 42 boys and 42 girls from urban areas) and 200 from South district (60 boys and 60 girls from urban areas and 40 boys and 40 girls from rural areas). The Following chart gives a clear description about the representation of the sample.



TOOLS USED

For the present study researcher decided to go in for the following two standardized psychological tools to measure Memory and Achievement Motivation of the rural and urban senior secondary students in the present study:

- (DwarkaPershad and N.N Wig) P.G.I Memory Scale (PGIMS) (1994).
- (PratibhaDeo and Asha Mohan) Deo – Mohan Achievement Motivation Scale (DMAMS).

STATISTICAL TECHNIQUES USED

Following statistical technique has been used by investigator for analysis and interpretation of data.

- T-test
- ANOVA

RESULTS AND DISCUSSION

After data collection regarding the present research problem it was subjected some statistical treatment to convert the data into information. The tabulated data have no meaning unless these are analyzed and interpreted by applying appropriate statistical techniques.

1. COMPARISON BETWEEN MEMORY SCORE OF SENIOR SECONDARY SCHOOL BOYS AND GIRLS STUDENTS IN URBAN AREA

For the purpose of comparison of memory scores among different sub-groups of the sample subjects belonging to senior secondary school boys and girls students, t-ratio was computed and the result is presented in the table below

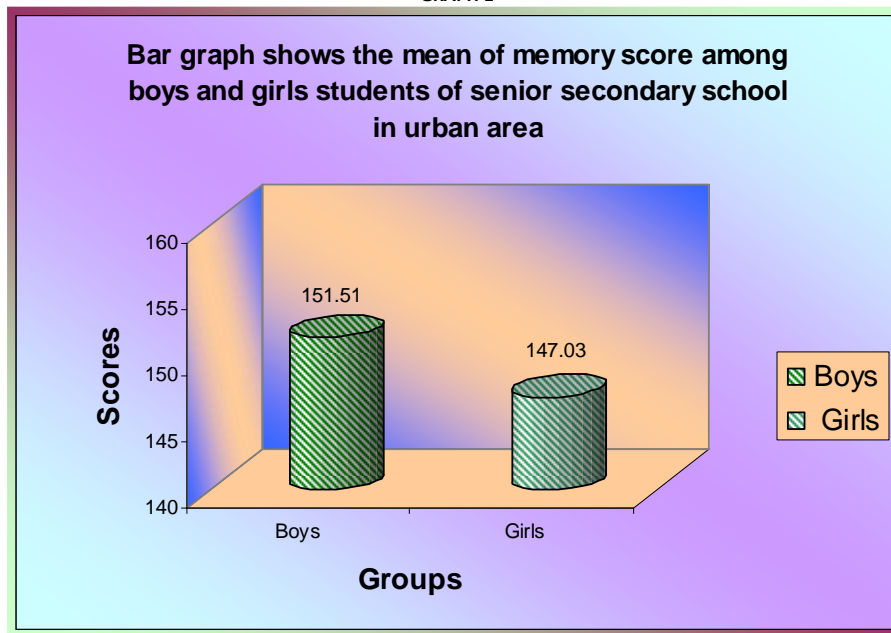
MEAN OF MEMORY SCORE AMONG BOYS AND GIRLS STUDENTS OF SENIOR SECONDARY SCHOOL IN URBAN AREA

TABLE 1

Groups	N	Mean	SD	SED	t-Ratio
Boys	100	151.51	14.58	2.21	2.05
Girls	100	147.04	16.66		

Level of significance 0.05= 1.97, Level of significance 0.01 = 2.60

GRAPH 1



The table observed that the obtained t – ratio 2.05 is found to be significant at 0.05 level. It means that there is significant difference between memory score of senior secondary school boys and girls students in urban area. Thus, the first null hypotheses which states that there exist no significant difference between memory score of senior secondary school girls and boys students in urban area gets rejected. However, there is no significant difference exists at 0.01 level. It says that there is no significant difference between memory score of boys and girls students of senior secondary school in urban area. Therefore, the first null hypotheses which states that there exist no significant difference between memory score of senior secondary school boys and girls students in urban area gets accepted. So it can be interpreted that the senior secondary boys students possess better memory levels than their girls counterparts. The results have been depicted in above graph.

II. COMPARISON BETWEEN MEMORY SCORE OF SENIOR SECONDARY SCHOOL BOYS AND GIRLS STUDENT IN RURAL AREA

The objective of the study was to compare the memory of senior secondary school boys and girls students in rural area. The result has been presented below.

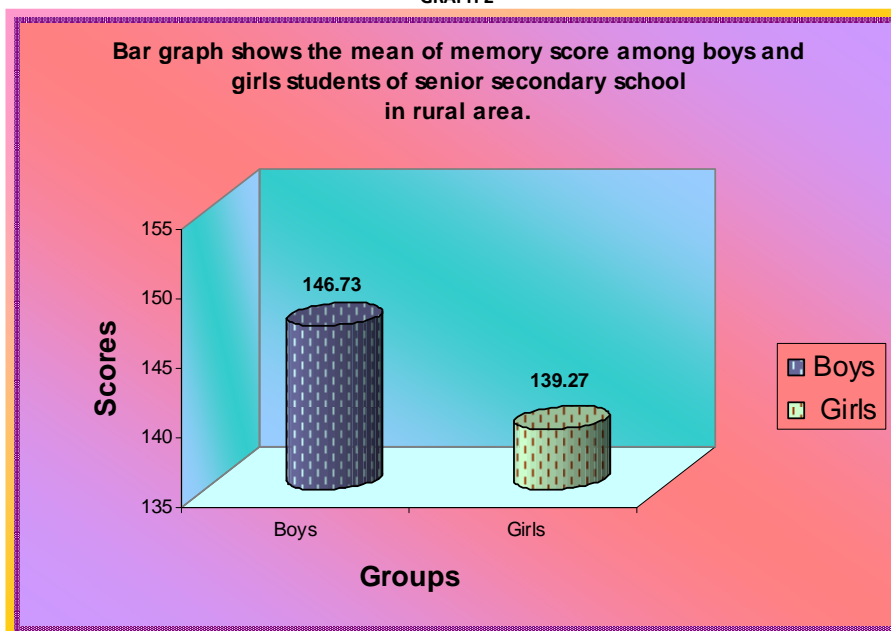
MEAN OF MEMORY SCORE AMONG BOYS AND GIRLS STUDENTS OF SENIOR SECONDARY SCHOOL IN RURAL AREA

TABLE 2

Groups	N	Mean	SD	SED	t-Ratio
Boys	100	146.73	15.04	2.20	3.38
Girls	100	139.27	16.11		

Level of significance 0.05= 1.97, Level of significance 0.01 = 2.60

GRAPH 2



It is an evident from the table 2 that the calculated t–ratio for memory score of senior secondary school boys and girls students in rural area comes out to be 3.38 is significant at 0.01 level. It reveals that there is significant difference between memory scores of senior secondary school boys and girls students in rural area. Therefore, the second hypothesis which states that there exists no significant difference between memory of senior secondary school boys and girls students in rural area stands rejected. So, it can be interpreted that the senior secondary boys students possess better memory level than the senior secondary girls students. The result has been depicted in above graph 2.

III. COMPARISON BETWEEN ACHIEVEMENT MOTIVATION SCORE OF SENIOR SECONDARY SCHOOL BOYS AND GIRLS STUDENTS IN URBAN AREA

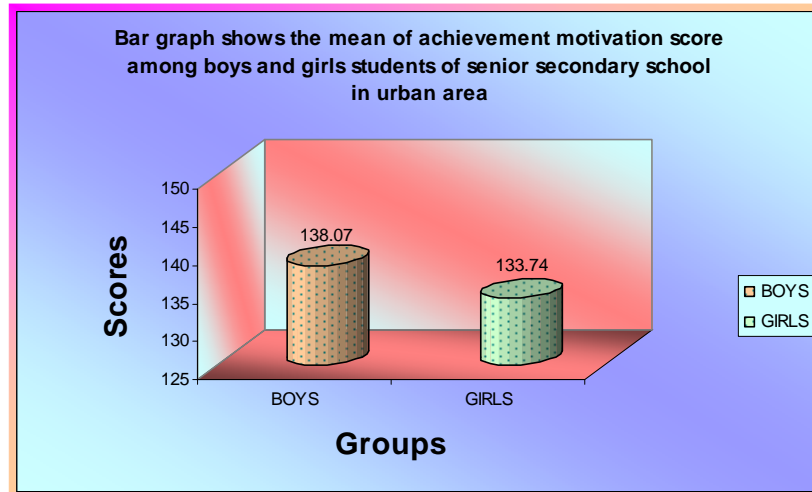
The objective of the study was to compare the achievement motivation of senior secondary school boys and girls students in urban area. The result has been presented below.

TABLE 3: MEAN OF ACHIEVEMENT MOTIVATION SCORE AMONG BOYS AND GIRLS STUDENTS OF SENIOR SECONDARY SCHOOL IN URBAN AREA

Groups	N	Mean	SD	SED	t- Ratio
Boys	100	138.07	18.90	2.63	1.63
Girls	100	133.74	18.43		

Level of significance 0.05= 1.97, Level of significance 0.01 = 2.60

GRAPH 3



The table shows that the calculated t-ratio for achievement motivation of boys and girls students of senior secondary school in urban area is 1.63 which is less than the table value at both level i.e., .05 and .01. So, it can be interpreted that there exists no significant difference between achievement motivation of senior secondary school boys and girls students in urban area. Hence, the H_0 stated beforehand is accepted. The result has been depicted in the above graph 3.

IV. COMPARISON BETWEEN ACHIEVEMENT MOTIVATION SCORE OF SENIOR SECONDARY SCHOOL BOYS AND GIRLS STUDENTS IN RURAL AREA

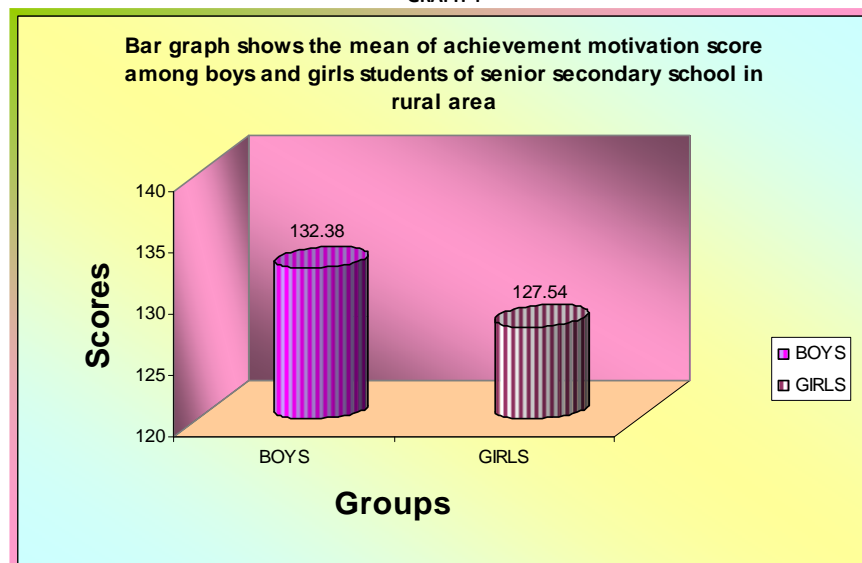
The objective of the study was to compare the achievement motivation of senior secondary school boys and girls students in rural area. The result has been presented below.

TABLE 4: MEAN OF ACHIEVEMENT MOTIVATION SCORE AMONG SENIOR SECONDARY BOYS AND GIRLS IN RURAL AREA

Groups	N	Mean	SD	SED	t- Ratio
Boys	100	132.38	20.39	2.87	1.68
Girls	100	127.54	20.20		

Level of significance 0.05= 1.97, Level of significance 0.01 = 2.60

GRAPH 4



The table 4 depicts that the mean memory score of boys was 132.38 and that of girls was 127.54 with S.D 20.39 and 20.20 respectively. The obtained t-ratio was 1.68 and this was found to be below than the both significant level i.e., .01 and .05. It implied that there exists no significant difference between achievement motivation of senior secondary school boys and girls students in rural area. Hence, the hypothesis gets accepted. The results have been depicted in the above graph 4.

V. COMPARISON BETWEEN MEMORY AND ACHIEVEMENT MOTIVATION SCORE OF SENIOR SECONDARY SCHOOL BOYS AND GIRLS STUDENTS IN URBAN AND RURAL AREAS

The objective of the study was to compare the memory and achievement motivation of senior secondary school boys and girls students in urban and rural areas. The urban and rural areas boys and girls memory and achievement motivation was divided into three parts i.e., high, average and low. To find the difference between memory and achievement motivation of senior secondary school boys and girls students in urban and rural areas, ANOVA was applied and the results have been presented below in table 5.

TABLE 5: ANALYSIS OF VARIANCE OF MEMORY AND ACHIEVEMENT MOTIVATION SCORE AMONG BOYS AND GIRLS STUDENTS OF SENIOR SECONDARY SCHOOL IN URBAN AND RURAL AREAS

Source of Variance	SS	Df	MS	F-value
Between groups	219638.2	7	9549.48	100.44
Within groups	73493.03	792	95.07	
Total	293131.2	799		

The findings in above table 5 indicate that the sum of squares between groups and within groups have been found to be 219638.2 and 73493.03 respectively and the values of mean square between groups and within groups have been found to be 9549.48 and 95.07 respectively. The result explored F-value 100.44 which is significant at 0.01 level.

The hypothesis of the present study was that there exists significant difference between memory and achievement motivation of senior secondary school boys and girls students in urban and rural area. The results explored that there is significant difference between memory and achievement motivation of senior secondary school boys and girls students in urban and rural area. Hence, the hypothesis stands accepted.

FINDINGS

Findings with regard to memory and achievement motivation of senior secondary school boys and girls students in urban and rural areas have been depicted in tables no. 1 to 5. No study was found to compare the memory and achievement motivation of senior secondary school boys and girls students urban and rural areas. Only one study was found in India that is memory, achievement motivation and mental abilities among secondary school tribal and non tribal students by Sa (2003). Investigators find that there exists significant difference between memory, achievement motivation and mental abilities among secondary school tribal and non tribal students. Third finding of present study is that there exist no significant difference between achievement motivation of senior secondary school boys and girls students in urban area and fourth finding there exists no significance difference between achievement motivations of senior secondary school boys and girls students in rural area is in agreement with achievement motivation of rural and urban students by Kaur (2004). Investigator found that there was insignificant difference between achievement motivation of urban and rural students. First finding there exists no significant difference between memory of senior secondary school boys and girls students in urban area. Second finding there exist significance difference between memory of senior secondary school boys and girls students in rural area and fifth findings of the study states that there exists significance difference between memory and achievement motivation of senior secondary school boys and girls students in urban and rural areas is in agreement with Sa (2003). It is may be due to lack of advance facilities in rural area. It has been generally observed that illiteracy is prevailing in the most of the families of the rural area students. It is pertinent to explain that lack of education and rationality adversely affects the thought processes of the individual.

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