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**IMPACT OF LEARNING MEDIUM ON ACHIEVEMENT MOTIVATION AND ANXIETY  
AMONG SECONDARY SCHOOL STUDENTS**

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**Abstract:**

Objective of the study: 1. To Search the Achievement Motivation among English and Marathi medium Secondary School Students. 2. To examine Anxiety among English and Marathi medium Secondary School Students. Hypotheses: 1. There will be no significant difference among English and Marathi medium Secondary School Students with respect to Achievement Motivation. 2. There will be no significant difference among English and Marathi medium Secondary School Students with respect to Anxiety. Samples:- For the present study 100 Secondary School Students (10<sup>th</sup> Class) were selected from Aurangabad City, Maharashtra State. 100 Secondary School Students among them 50 English medium Secondary School Students and 50 Marathi Medium Secondary School Students. The age range of subjects 12 to 16 years (M= 13.87, SD = 2.92). Non probability random sampling method was used.

Research Tools 1. Achievement Motivation Scale (n-Ach) (Deo and Mohan, 2011) 2. Sinha's Comprehensive Anxiety Test (SCAT) Statistical Analysis: "t" value Statistics is used for the present study. Conclusion:- 1. English Medium Secondary School Students had significantly high Achievement Motivation than the Marathi Medium Secondary School Students. 2. Marathi Medium Secondary School Students had significantly high Anxiety than the English Medium Secondary School Students.

**Keywords:-** *Anxiety, Achievement Motivation, Marathi Medium, English Medium and Secondary School Students.*

**Introduction:**

Education is the method of growing the capacities and potentials of the person so as to put together that man or woman to be successful in a particular society or culture. From this perspective, education is serving in particular as a character development function. Education starts at delivery and continues throughout life. It is steady and ongoing. Schooling usually begins somewhere between the long time 4 and six when adolescents are gathered collectively for the functions of particular preparation related to abilities and advantage that society deems important. In the past, as soon as the formal most important and secondary schooling was achieved the method used to be finished.



However, in today's information age, adults are pretty regularly getting to know in informal setting in the course of their working lives and even into retirement.

A learner may additionally be influenced for a motion in a particular situation and the different learner might also now not be prompted in that situation and even the identical learner may additionally no longer be prompted under the equal state of affairs on some one-of-a-kind occasions. A quantity of variables functions in the manner of motivation which causes variation in the individuals. The socio-economic condition, previous experience, age and social local weather in the classroom affect the system of motivation. Psychologists have developed some frequent methods which might also be used with the aid of classroom teachers so inspire adolescents in their work.

Academic anxiety: Anxiety is your body's way of telling you that there is something in the surroundings in want of your attention. It is essentially a collection of biochemical adjustments in your brain and body, such as an extend in adrenaline (causing your coronary heart to beat faster) and a minimize in dopamine (a brain chemical that helps to block pain). These modifications end result in a state of heightened interest to the supply of the anxiety. High levels of anxiousness purpose your physique to put together to battle or run away from the perceived chance in many instances referred to as the "fight-or-flight response."

Habibahelias and atan bin longa (1984) Correlation Study of Achievement Motivation and Pupils' Performance in the Standard Five Assessment Examination from Selected Schools in Selangor. The overall performance of students in the Primary Five Assessment Examination used to be examined in relation to a wide variety of variables specifically fulfillment motivation, socioeconomic status, intelligence, place of residence, college milieu and parental encouragement to examine the correlation between them. The topics have been ninety students selected from forty primary schools in Selangor and represented the Chinese, Malays and Indians. Individual interviews have been carried out by way of the researcher. Subjects had been requested to reply questionnaires, the Thematic Apperception Test, and the Raven's Progressive Matrices. The results confirmed that success motivation correlated highly with overall performance in the cited examination. The different variables which confirmed widespread correlations with overall performance were socio-economic status, intelligence, faculty milieu and parental encouragement.

Allen Slade L. AND Michael C. Rush (1991) Achievement Motivation and the Dynamics of Task Difficulty Choices, Undergraduate college students carried out a vigilance task in a find out about of the dynamic concept of fulfillment motivation. Positively encouraged topics (n = 66) and negatively motivated subjects (n = 60) did now not vary in preliminary project concern choices. Both corporations shifted to extra hard duties over time, however this linear vogue interacted with success reason group, with positively prompted topics transferring faster. Quadratic and cubic trends in project concern preferences had been additionally observed. Periodic interruptions attenuated fulfillment crew differences in common venture concern choices. Subject gender affected average undertaking situation choices, however gender did no longer have interaction with theoretically necessary variables in this study.



Vijayakumari (2010) some correlates of educational success of secondary school students. This learns about focuses on the relationship of academic anxiousness and success motivation with academic achievement. I additionally strive to discover out the major and interaction effects of educational anxiety, fulfillment motivation and intercourse on academic achievement. This find out about was once carried out on sample of four hundred ninth preferred college students of Kerala state. Findings of the study expose that educational success is negatively related to tutorial anxiousness and positively associated to achievement motivation. The major results of three variables, academic anxiety, success motivation and intercourse on academic achievement is extensive and the interplay impact of academic anxiety and intercourse as nicely as fulfillment motivation and intercourse are significant on educational achievement.

**Objective of the Study:**

- 1) To Search the Achievement Motivation among English and Marathi medium Secondary School Students.
- 2) To examine Anxiety among English and Marathi medium Secondary School Students.

**Hypotheses:**

- 1) There will be no significant difference among English and Marathi medium Secondary School Students with respect to Achievement Motivation.
- 2) There will be no significant difference among English and Marathi medium Secondary School Students with respect to Anxiety.

**Samples:-**

For the present study 100 Secondary School Students (10<sup>th</sup> Class) were selected from Aurangabad City, Maharashtra State. 100 Secondary School Students among them 50 English medium Secondary School Students and 50 Marathi Medium Secondary School Students. The age range of subjects 12 to 16 years (M= 13.87, SD = 2.92). Non probability random sampling method was used.

**Variable:-**

**Independents Variables:**

1) **Learning Medium**

1) English

2) Marathi

**Dependent Variables**

1) Achievement Motivation

2) Anxiety



**Research Tools**

**1) Achievement Motivation Scale (n-Ach) (Deo and Mohan, 2011)**

Achievement motivation (n-Ach) scale was constructed by Dr. Pratibha Deo and Dr. Asha Mohan (2011). The scale was developed to measure the achievement motivation of the students. This variable has been used in many studies and is quite useful. To form the present scale an effort was made to study the factor suitable for measuring the achievement of students.

**2) Sinha’s Comprehensive Anxiety Test (SCAT)**

Sinha’s Comprehensive Anxiety Test (SCAT) was used. Test developed by A.K.P Sinha and L.N.K Sinha in (1995). Reliability: Reliability of Sinha’s Comprehensive Anxiety Test (SCAT): Test consists of 90 items, significant at 0.01 levels. Scoring, Sum, total scores show the anxiety level. Higher the scores show higher the anxiety. The coefficient of reliability was determined by using the Product moment correlation was 0.85 and by using Spearman Brown Formula was 0.92. Both the values ensure a high reliability of the test. Validity: The coefficient of validity was 0.62, which is significant beyond 0.01 Level of confidence

**Statistical Analysis:**

“t” value Statistics is used for the present study.

**Statistical Interpretation and Discussion**

Mean Std. Deviation and t value of Achievement Motivation and Anxiety among English and Marathi medium Secondary School Students.

**Table No-1**

Factors	English Medium		Marathi Medium		df	t
	Mean	SD	Mean	SD		
<b>Achievement Motivation</b>	122.36	5.10	113.74	4.85	98	8.66**
<b>Anxiety</b>	41.35	3.02	48.69	4.75	98	10.47**

*Significant at 0.01\*\* = 2.62, 0.05\* = 1.98*

From the above table, the mean score of Achievement Motivation of English medium Secondary School Students is 122.36, SD = 5.10 and Marathi medium Secondary School Students is 113.74, SD = 4.85. The obtained t value 8.66 with a df of 98 was found to be statistically significant. However, based on the mean scores, it found that regular English medium Secondary School Students have significantly high Achievement Motivation than the Marathi medium Secondary School Students.

Anxiety of English medium Secondary School Students is 41.35, SD = 3.02 and Marathi medium Secondary School Students is 48.69, SD = 4.75. The obtained t value 10.47 with a df of 98 was found to be statistically significant. However, based on the mean scores, it found that regular Marathi medium



Secondary School Students have significantly high Anxiety than the English medium Secondary School Students.

**Conclusion:-**

- 1) English Medium Secondary School Students had significantly high Achievement Motivation than the Marathi Medium Secondary School Students.
- 2) Marathi Medium Secondary School Students had significantly high Anxiety than the English Medium Secondary School Students.

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