NIGERIAN JOURNAL OF SOCIOLOGY OF EDUCATION

(NJSE)

ISSN 1118 - 1784

VOLUME I NUMBER I

CamScanner

THE INFLUENCE OF LOCATION OF SCHOOL ON ACHIEVEMENT ORIENTATION OF SECONDARY SCHOOL GIRLS IN KWARA STATE

BY

MOWAIYE, OLUFUNMILAYO
INSTITUTE OF EDUCATION
UNIVERSITY OF ILORIN
ILORIN

ABSTRACT

Achievement Orientation is crucial to students' academic performance in school. It is a determinant of success or failure. Girls are believed to have lower level of achievement orientation as compared with boys. Moreover, those in the urban centres of the country are believed to have greater exposure to achieving famale models as compared with their counterparts in the rural areas, and so many have a greater level of achievement orientation. It was the purpose of this study to find out if Secondary School girls in the rural areas of Kwara State of Nigeria differ in achievement orientation as compared with girls in the urban areas.

INTRODUCTION

Achievement Orientation can be said to be a desire to "do well" on a particular task through the willingness of a person to be persistent on such a task.

Achievement motivation on the other hand is the desire to do something but specific task and goal directed actions are necessary to bring the "desire to fruition. Thus, Achievemer orientation, it has been argured, is the second component of the achievement syndrom Achievement motivation being the first.(Kluckhoon 1950).

While Achievement motivation is intrinsic in nature, achievement orientation is extrins in nature. While achievement motivation can be viewed as desire and want, achieveme orientation are those specific steps that must be taken to bring the desire and want to fruitic Achievement orientation is the move that is taken as a result of the achievement motivation t propels.

Ringness (1970) believed it is an indication of how a subject behaves rather than motivation per se. Persistence, a willingness to overcome failure by increased efforts, l periods of hardwork, intellectual interest and curiosity are factors that can make a difference

formance outcome. (Pascarella, 1977, Shannahan & Walberg, 1985). Achievement oriented viduals are believed to have a high expectation for success and achievement (Kukla, 1980; akliewicz, Samson and Manderlink, 1985). Moreover, after failure, they are more likely to pond with additional effort rather than task avoidance. Those who are not oriented towards ievement on the other hand are said to avoid ability assessment when possible and have lower formance expectations (Jhr akliewiez, Samson and Manderlink 1985). Individuals who are oriented towards achievement always avoid ability assessment. Researchers such as Sherman 979) have found that achievement behaviours like persistence at a difficult task, was related performance in Mathematics. Again, Sing (1972) found that achievement oriented students higher goals for themselves, and did not give up easily because they had failed several times. obb (1972) also studied some classroom behaviours like attention in the class, compliance and lf stimulation to work. He also found achievement relating significantly to how pupils behave.

Ringhness (1970) studied the achievement orientation of 300 eight-grade students in the ate of Wisconsin. He used an investigator constructed instrument with an internal consistency orrelation of 0.85 to assess the achievement orientation of the students. His report suggests that chievement orientation depends on situations and conditions under which the individuals are xpected to achieve something. Such situation and conditions may include the influence of one's chool environment.

The present study involved secondary school girls from urban and the rural areas. This was with a view to finding out if location has any influence on the achievement orientation of girls. Girls were specifically chosen as subjects of study because of the belief that girls are not usually highly oriented towards achievement as boys are, because of suspected "rejection and reactions" that such behaviour could elicit. Thus, the research question that guided the investigator in the study was:

> Do female students from urban settings as compared to those from rural settings differ in their achievement orientation?

METHODS

Sample:

Participants in this study were female students drawn from different secondary schools in Kwara state of Nigeria through the random sampling technique. In all, Sixty-nine girls from five schools in rural settings, and eighty-five from three schools in urban settings participated in the study. Areas designated as urban in setting were those with essential amenities such as hospitals and industries and where most of the people engage in non-agricultural ventures. A 20 item questionnaire on a 4 point scale was constructed so as to enable the investigator determine the level of achievement orientation of each subject.

The questionnaire was pilot tested for its usability using the face validity method. Items
questionnaire included:
. do not have a complete note on my subjects.
I don't ask for help from friends/classmates on any subject I have problems with.
I don't read the next topic in a subject before the teacher teaches it.
After a topic been taught, I don't go over it immediately after school.
I have a time table for private study.
I do not take time to write assignments well.
The items were scored for data analysis purposes. the scoring procedure ranged from 1-4, hile scoring was reversed in certain instances if statements were negative.

esults:

To answer the research question, a t-test was performed on the mean scores for female tudents from schools in urban settings and those from schools in rural settings on the chievement orientation measures. The mean score for female students (N= 85) from schools n urban settings was 36.5 with a standard deviation of 5.1. Also, a mean score of 36.6 and a standard deviation of 3.5. were obtained for female students (N = 69) from schools in rural settings. The observed t-value was $t(152) = -0.11$, $p > 0.05$, which is not statistically significant. Thus, there was no significant difference in the achievement orientation of the participants from schools in urban settings and those from schools in rural settings.

Discussion and Conclusion

The finding of this research study show no significant difference in the achievement orientation of subjects under study. Location does not seem to influence the achievement orientation of female students in any way. This finding suggests that a student who is positively oriented towards achievement or negatively oriented towards achievement would most likely exhibit the behaviour; as to his orientation, no matter the environment he/she may find himself or herself. Thus, a student who is motivated to achieve highly, will put up the required behaviours to achieve highly, no matter where he is; either in a rural or urban a environment.

A student who know the value of positive achievement orientation would strive towards such orientation no matter what constraints she may face in the environment she finds herself. This would give her a good base to achieve highly in school.

Further, many have argued that students, especially girls from the rural areas, are always at a disadvantaged position educationally because of limited exposure to role models. Many have also put forward the arguement that teachers from the rural areas lack motivation to teach and inspire their students because of demoralization on their own part as a result of non-incentives like essential amenities such in pipe borne water, electricity and hospitals, in the rural areas. In view of this, students from the urban centres are believed to achieve highly than their rural counterparts because of higher achievement orientation on their own part which would have been

CamScanner

rom their teachers and other socialization agents like television programmes.
wever, with the development that has made possible things like radio in the rural areas,
greater number of people moving from the rural centres to the urban centres to settle,
going back home for holidays, thus providing avenues for the young ones in the rural
o learn the value of education. It can be said that influences such as these would have
ed students from the rural areas to equally be highly attuned to achievement and thus to put
rd the required behaviour to make achievement possible. Thus this could account for the
significant difference in achievement orientation found in the study between girls from the
environments and girls from urban environments. It seem probable however, that other
ors account for higher achievement among students from urban centres as compared to
dents from the rural centres, among such factors could be learning facilities like availability
well-equipped libraries and laboratories.

REFERENCE

bb, J.A. (1992). Relationship of discrete classroom behaviours to the 4th grade academic achievevement. Journal of Education Psychology, 63 (1), 74-80.

rakliewicz C. Samson, S. & Manderlink, G. (1985). Competence, achievement orientation and intrinsic motivation; process analysis. Journal of personality, 48 (1), 401-410.

lucknohn, F. (1953) American:Women and American Value. In B.C. Rosen (Ed.) Achievement in American Society Cambridge: Schenchman Publishing Co.

ukla, A. (1980). Attributional determinants of achievement related behaviour. Journal of Personality and Social Psychology, 73 (21), 166-174.

ascarella, E. (1977) Students Motivation as a differential prediction of course of instruction and convertional institutional methods. The Journal of Educational Research, 71 (1), 21-25.

inghness, J. A. (1970). Identifying figures: their achievement values and children's values as related to actual and predicted achievement Journal of Educational Psychology, 61 (3), 176-185.

hanahan, T. & Walberg, H.J. (1985) Productive influences on high school student achievement. Journal of Educational Research, 78 (6), 357-363.

herman, J. (1979) Predicting Mathematics performance in High School Girls and Boys. Journal of Educational Psychology, 7 (2), 242-249.

CamScanner