



## Effect of counseling on enhancing achievement motivation among students in government and private schools

Bhavana Raj Shekhwat

Department of Psychology, Mohanlal Sukhadia University, Udaipur, Rajasthan, India

### Abstract

Achievement motivation is crucial for student success, and counseling has been identified as a significant intervention to support academic performance. This research investigates the impact of counseling on enhancing achievement motivation among students in both government and private schools. The study aims to understand how structured counseling programs, incorporating techniques can improve students' academic outcomes. A sample of 40 students (20 from government and 20 from private schools), aged 13-18 years participated in the study. Pre-test and post-test assessments were conducted using the Achievement Motivation Scale (V.P. Bhargava, 1994) to measure achievement motivation and engagement levels before and after the intervention. The intervention consisted of weekly counseling sessions over four weeks, focusing on enhancing study habits, time management, and motivation. Data analysis involved mean, standard deviation, paired t-tests to compare pre and post-intervention scores to evaluate the effect of counselling on students of government and private schools. The results indicated a significant improvement in achievement motivation post-counseling showing marked progress. The current study concludes that counseling plays a vital role in enhancing achievement motivation among students. Implementing comprehensive counseling programs can lead to improved study habits, increased motivation, and better academic performance. These findings have significant implications for students, educators, school administrators, and policymakers, emphasizing the need for integrated counseling services in schools to support academic success.

**Keywords:** Achievement motivation, assessment, counselling, intervention, academic outcomes

### Introduction

Motivation means the general process through which behaviour begins and then is directed towards a certain goal. The word "Motivation" came from the Latin word 'movere' which means "to move". Hence, motivation refers to the processes that lead to the instigation, continuation, intensity, and quality of behaviour. Achievement Motivation is the desire to achieve a standard of excellence, to do well for the sake of doing well rather than for extrinsic reward. It has been noticed by behavioural scientists that people have an intense desire to achieve something, while others may not seem that concerned about their Achievement. Certain qualities are also observed in people who have a high level of achievement motivation.

Academic Excellence Motivation is an internal state that inspires, directs, and sustains behavior in the context of academic performance. While there are numerous factors that influence academic success, one of the most influential is motivation. Motivation is commonly defined as an internal state that inspires, directs, and sustains conduct.

Achievement motivation consists of four elements, i.e., mastery of needs, work orientation, competition and personal unconcern.

- **Mastery of needs:** An individual prefers jobs that are intellectually demanding, challenging and thought-oriented. He/she enjoys playing a leadership role in groups and is able to complete tasks already started.
- **Work orientation:** An individual task a pr-active attitude towards work and loves what he/she does. He/she obtains sense of satisfaction from work any pursues self- realization and growth.
- **Competition:** An individual hope for victory and has to desire to win over others.

- **Personal unconcern:** An individual does not consider success or stellar performance to be the cause of being rejected by others. In other words, there is no fear of success.

Achievement motivation is critical for students' future success, influencing their career opportunities and personal development. However, many students face challenges that can hinder their academic performance, such as stress, lack of motivation, and personal issues. Counseling has emerged as an essential intervention to address these challenges and enhance students' achievement motivation. This research paper explores the effect of counseling on achievement motivation among students in government and private schools, providing a comprehensive understanding of its impact and implications.

### Counseling

Before a detailed discussion on counselling and its impact on adolescent behaviour, some basic definitions are required to gain a clear understanding of the nature, concepts and terminologies related to counselling and adolescent behaviour.

Counselling is a personal face to face relationship between two people, in which the counsellor employing his relationship and special competencies, provides a learning situation in which the counselee, a normal sort of a person, is helped to know about himself and his present and possible future situations so that he can make use of his characteristics and potentialities in a way that is both satisfying to himself and beneficial to society and further, can learn to solve his future problems (Tolbert 1972) <sup>[11]</sup>. Counselling is a process in which the helper expresses care and concern towards the person with a problem to facilitate personal growth and induce positive self understanding.

## Effect of Counseling on Achievement Motivation

An achievement motivation is an impulse to master challenges and reach a high standard of excellence. Both personality and situational factors influence achievement motivation. Generally, all the students are motivated to achieve their goals. One of the primary challenges for school counselors and other adults in the school community is how to instill in students a love of learning, becoming excited about the adventure of exploration and discovery that leads to achieving one's goals and a sense of fulfillment. Students need to understand the importance of being motivated to achieve, the relationship of achievement to success in school, and the consequences of failing to find the motivation to accomplish something meaningful and significant in their lives. There are many reasons for why some students have low motivation to achieve and many strategies that can be employed to try and get them to change the way they set goals and approach tasks. It is the responsibility of educators to assess the factors which influence individual student's lives and select strategies that have the potential of helping these students to become more motivated to achieve.

## Review of Literature

A research study administered by García and Rodríguez (2021) <sup>[4]</sup> explored the impact of cognitive-behavioral therapy (CBT) on achievement motivation among middle school students. Their findings indicated that CBT not only helped in reducing students' anxiety but also contributed to better academic performance by improving their focus and study habits.

A study conducted by Rahman and Singh (2021) <sup>[8]</sup> compared the achievement motivations of students in urban and rural schools who received counseling. The results showed that urban school students, who had better access to counseling services, demonstrated greater academic improvements compared to their rural counterparts.

A meta-analysis by Adams, Gupta, and Wong (2021) <sup>[1]</sup> reviewed multiple studies on school counseling and achievement motivation. The review concluded that counseling interventions, especially those that include components like goal setting, study skills training, and emotional support, are highly effective in enhancing students' academic outcomes.

In a comprehensive study, Lee, Kim, and Hong (2020) <sup>[7]</sup> examined the effects of counseling on high school students' achievement motivation. They found that students who participated in regular counseling sessions showed significant improvements in their grades and overall academic performance. The counseling program focused on time management, goal setting, and stress management techniques.

Studies comparing government and private schools have noted differences in resources and student needs. Lambie *et al.* (2019) <sup>[5]</sup> indicated that counseling services in private schools are often more comprehensive and accessible than in government schools, potentially leading to better student outcomes in the former. However, government schools can also benefit significantly from counseling services, especially in addressing the unique challenges faced by their students, such as socioeconomic stressors and limited access to educational resources (Carey & Dimmitt, 2020) <sup>[2]</sup>.

Cheng and Wu (2019) <sup>[3]</sup> conducted a comparative study on the effectiveness of counseling interventions in government

versus private schools. Their research revealed that while both groups of students benefited from counseling, those in private schools experienced slightly higher improvements in academic performance. This difference was attributed to the more extensive resources and personalized support available in private institutions.

According to Reback (2018) <sup>[9]</sup>, school counseling programs improve academic performance, reduce disciplinary issues, and enhance students' attitudes towards school. A meta-analysis by Lee and Goodnough (2018) <sup>[6]</sup> found that counseling interventions significantly improve students' academic outcomes, particularly when focusing on goal setting, problem-solving, and stress management.

## Objectives

The objective of the present research is as follows:

1. To investigate the impact of counseling on achievement motivation among students in government and private schools.

## Hypothesis

On the basis of referring review of literature, in most of the studies it was found that most of studies have positive effect of counselling on enhancing achievement motivation and therefore the hypothesis of the current study is formulated as:

1. There is a significant effect of counselling on enhancing achievement motivation among students in government and private schools.

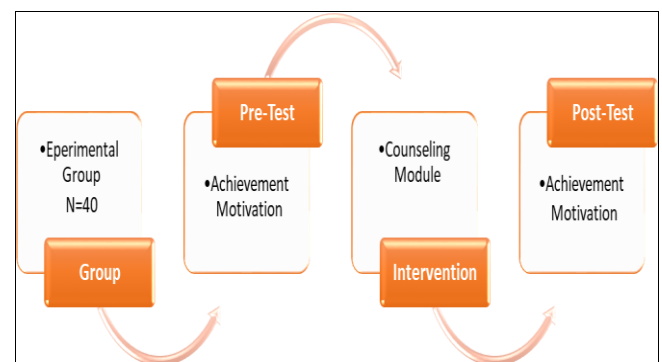
## Test Description

**Achievement Motivation Scale:** It was developed by Dr. V.P Bhargava in 1994. This is a psychometric test on the following pages 50 incomplete sentences have been given. For each incomplete sentence, three alternative answers which can complete the sentence have been given. Select the most appropriate alternative answer sentence and put a tick mark in its box. Do complete all the 50 incomplete sentences. Answers will be kept confidential. From each page total score will be written and sum of all as a Z score them with the help of manual Level of achievement motivation will be find out.

## Methodology

### Research Design

#### a. Pre-Post Test Design



## Locale

All the respondents were selected from the urban areas of Udaipur city, Rajasthan.

**Sample**

The study included a sample of 40 students, aged 13-18, from both government and private schools. The sample was stratified to ensure representation across different grades and genders.

**Variables of the Study**

**a. Independent Variable**

- Counseling intervention

**b. Dependent Variable**

- Achievement motivation

**Data Collection**

The raw data was collected on several levels such as pre-test scores of achievement motivation among school students, post-test scores of students after applying counseling module etc. All such data was systematically processed with the help of statistical tools to obtain a significant comparison of pre and post scores as well as to get a justifiable confirmation for the significance of the research conducted.

**Scoring**

Scoring of standardized tests for achievement motivation of randomly selected adolescents was done with the help of the manual of the selected test.

**Practical Conduction**

As per the sampling design 40 students was selected, 20 students from Government School and 20 students from Private school. Prior permission was taken from principal of the respective schools. Academic Motivation Test was administered on them. The instruction was given to students before filling the questionnaire. All the responses were collected and was used for analyze exam was done with the help of manual.

After finding their low scores on achievement motivation test, Counselling Module was applied to 40 students of Experimental Group. Post-Test of Achievement Motivation was done after a period of one month (four weeks). For both Experimental Group and Control Group, the collected data was used for statistical analysis.

**Development of Counseling Module**

As we know that low achievement motivation is one of the most universal forms of a academic issues in a student’s life and this can only be resolved with the help of proper and timely intervention. Acknowledging this issue and seeking help is not always easy. Many sufferers do not seek help or advice out of the fear of being judged. Appropriate Counseling techniques used in module can help enhancing achievement motivation among adolescents which finally lead them to a more fulfilling and stress-free student life. The counseling module for current research was made with the help of several subject experts, mental health professionals and academicians.

**Description of Counselling Module**

**Week 1, Session 1:** Understanding Achievement Motivation, Goal Setting and Planning

**Week 2, Session 2:** Effective Time Management and Enhancing Study Skills

**Week 3, Session 3:** Identifying & Overcoming Barriers and Building Resilience

**Week 4, Session 4:** Self-Reflection, Feedback, Future Planning and Closure

**Tenure of Counseling:** The counseling module spanned four weeks, with a total of four sessions of direct counseling intervention per student. This intensive program was designed to provide sustained support and foster significant improvements in achievement motivation. This structured module aimed to equip students with the necessary skills and mindset to enhance their achievement motivation, ultimately leading to improved academic performance and personal growth.

**Respondents for Research**

The sample was drawn from randomly selected students from government and private schools of Udaipur city. Adolescents from both the gender were equally selected. The age criterion was kept in mind as per the age range of adolescents i.e. 13 to 19 years of age (as per World Health Organization). The criterion of getting selected in the sample size was purely based on consent to participate in the research study. Selection of respondents at application of counseling module was a purposive selection based on the participants scoring low on achievement motivation. Proper consent was taken from all the respondents at every level of data collection and counseling sessions.

**Statistical Techniques**

Basic statistical tools such as mean, standard deviation (S.D.) paired ‘t’ test, Kurtosis & skewness were used. All the calculations were done through SPSS Version 21.0.

**Analysis of Result and Discussion**

**Table 1:** Comparison of Achievement Motivation Scores before and after Counselling

Total Sample of Achievement Motivation		
	Pre-Test	Post-Test
Mean	13.78	20.20
N	40	40
S.D.	1.761	2.103
Mean Diff	6.425	
‘t’	40.237	
p-value	0.000	

The above table shows that the mean and standard deviation of pre-test scores of achievement motivation for total sample (both studying in government and private schools) was found to be 13.78 & 1.761 respectively and the mean and standard deviation of post test scores of achievement motivation for total sample (both studying in government and private schools) was found to be 20.20 & 2.103 respectively. The mean difference was found to be 6.425 and the ‘t’ score was 40.237 which was significant at 0.01 level (p<0.01). It infers that there is a significant difference between pre and post test scores of achievement motivation among total sample (both studying in government and private schools). Furthermore, the mean score suggests that post test scores has significantly higher achievement motivation as compared to pre-test scores. It may be due to the fact that the process of counseling enhances

achievement motivation among students in government and private schools by providing individualized support that addresses their unique academic and personal challenges. Through one-on-one and group sessions, counselors help students set achievable goals, develop effective study habits, and build resilience against stress and setbacks. Counseling offers a safe space to discuss personal issues, boosting self-esteem and emotional well-being. This tailored guidance cultivates a positive attitude towards learning and perseverance, enabling students to stay focused and motivated. As a result, students in both settings are empowered to overcome obstacles and strive for higher academic success.

**Table 2:** Comparison of Kurtosis & Skewness Scores before and after Counselling

Achievement Motivation		
Pre-Test	Kurtosis	-0.48094
	Skewness	0.39086
Post-Test	Kurtosis	-0.55594
	Skewness	0.68024

The above table shows that the pre-test scores of kurtosis and skewness regarding achievement motivation are -0.48094 and 0.39086 respectively whereas the post-test scores of kurtosis and skewness regarding achievement motivation are -0.55594 and -0.68024 respectively. It shows that the scores are normal, lies on the normal probability curve (since the scores are less than 1) and hence parametric testing has been used.

**Conclusion**

Conclusively, from the given result tables and interpretation, it can be concluded that there is a significant positive effect of counselling module on enhancing achievement motivation of students. The hypothesis for the present study “There is a significant effect of counselling on enhancing achievement motivation among students in government and private schools.” is accepted.

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