

Research Paper Received March. 16, 2016 Revised June. 12, 2016 Accepted June. 27, 2016

Comparing the Academic Performance and Achievement Motivation of Junior High School Students Sponsored and Non-sponsored by Bandar Abbas Imam Khomeini Relief Committee

Shahram, Hassanzadeh^{1*}, Hojatulla, Fani² and Vida Fallahi²

1. MA in Curriculum, Islamic Azad University of Marvdasht, Marvdasht, Iran
2. Faculty member, Islamic Azad University of Marvdasht, Marvdasht, Iran

*Corresponding author: Hassanzadeh S.

Abstract This study aimed to investigate the effect of Imam Khomeini Relief Committee support on the achievement motivation and academic performance of junior high school students in Bandar Abbas by causal-comparative method. The statistical population of the study consisted of all students in Bandar Abbas. The sample consisted of 400 people who were selected by random sampling method, including 200 sponsored and non-sponsored 200 students in each group of which there are 100 females and 100 males. Instrument of assessment were Inventory of School Motivation (ISM) and Educational Performance Test (EPT). The results indicate that there is a significant difference between the sponsored and non-sponsored students in the achievement motivation and academic performance.

Keywords: achievement motivation, academic performance, junior high school, city of Bandar Abbas, Relief Committee

Introduction

Academic performance has always been one of the important issues of education in countries and is an issue in country as well for which it is always been tried to find a solution. Due to the problem being multidimensional that many factors affect it, no accurate solution is been proposed to the problem yet. The accurate identification of the problem and special reasoning can somewhat help the elimination of the problem.

Education experts know very well that a non-dynamic education in which only memorization takes place is not able to educate ideal productive and creative people in the current world (Shahraray, 1994).

So, one of the important ways to improve the academic performance of students is to create a creative and flexible structure and provide context for the growth of talents and creative forces of learners. Moreover, helping students to establish healthy, appropriate and consistent relationships with their social environment to develop emotional growth and form independent identity can improve students' academic performance. By junior high school, it can be seen in many schools that students fall behind so that they are not able to continue their education and dropout. This is due to the fact that students are at their puberty and are faced with problem of puberty such as social inconsistency. Junior high school students can not necessarily have achievement motivation due to the problems of puberty and stresses caused by identity crisis (MohammadiZade, 1998).

The importance and necessity: Today, the lack of interest and motivation of junior high school students is one of the problems educational expert are faced in education. Perhaps the dropout of educational or scientific levels in schools and inertia that currently threatens the quality and quantity of education in society are of the consequences of this issue (Amir Afshary,

2001).

Students supported by Imam Khomeini Relief Committee are of the students of Islamic Iran that are threatened by cultural and emotional deficiencies that may inhibit them to achieve educational goals. Accordingly, this research aimed to investigate and compare the effect of the achievement motivation and academic performance of students supported and not supported by Imam Khomeini Relief Committee due to the importance of paying attention to students supported by Imam Khomeini Relief Committee.

Methodology

This study was causal-comparative research. The statistical population of the study included all sponsored and non-sponsored junior high school students by Imam Khomeini Relief Committee in Bandar Abbas in 2012-13 academic years as 19138 students according to statistics of Education Department.

Morgan table was used in order to determine the volume of sample and the sample size was calculated as 400. Stratified random sampling method was used to select the sample. For this purpose, Bandar Abbas was divided into two zones of education. From each district, 200 people including 100 people sponsored (50 males, 50 females) and 100 non-sponsored (50 males, 50 females) were selected as sample.

Information required for school students sponsored and non-sponsored by the Relief Committee was collected using a questionnaire. Information on students' achievement motivation was gathered through ISM questionnaire and data related to academic performance were gathered using Educational Performance Test. Accordingly, the inventory of School Motivation and the questionnaire of Educational Performance Test were conducted among the students sponsored and non-sponsored by Bandar Abbas Imam Khomeini Relief Committee after the coordination with the school principals.

Statistical methods of frequency, mean and standard deviation are used in order to describe and show the amount of achievement motivation and academic performance of students and t-test for independent groups was used to determine the existing differences between among the junior high school the students sponsored and non-sponsored by Imam Khomeini Relief Committee for the achievement motivation and academic performance.

Results

In this study, the first hypothesis was that there is difference between the academic performance of students sponsored and non-sponsored by Imam Khomeini relief committee. For this purpose, the academic performance scores of sponsored and non-sponsored students are calculated and the t-test for independent groups was used to test the hypothesis.

Table 1. Independent t test for comparing the academic performance of sponsored and non-sponsored students

Status	Number	Mean	Standard deviation	df	t	p
Sponsored	200	108.51	20.215	391.556	2.265	0.04
Non-sponsored	200	104.15	17.76			

The table above compares the academic performance of sponsored and non-sponsored students by the Relief Committee in the first hypothesis suggests that the average of academic performance of supported students with an average of 108.51 (SD= 20.215) is higher than the average of academic performance of non-sponsored students with an average of 104.15 (SD= 17.76). The situation shows a significant difference in academic performance of sponsored and non-sponsored students with regard to the $t=2.265$ and $p= 0.04$. Accordingly, there is a

significant difference between the academic performance of sponsored and non-sponsored students by the Relief Committee of Bandar Abbas and the hypothesis is confirmed. The second hypothesis was related to the comparison of achievement motivation of sponsored and non-sponsored students by relief committee. The results of t test for independent groups are given below to test the research hypothesis.

Table 2. Independent t test for comparing the achievement motivation of sponsored and non-sponsored students

Status	Number	Mean	Standard deviation	df	t	p
Sponsored	200	64.36	6.403	397.297	-3.462	0.001
Non-sponsored	200	66.62	6.678			

The results showed that the average of achievement motivation of non-sponsored students with an average of 66.62 (SD= 6.678) is higher than the average of academic performance of sponsored students with an average of 64.36 (SD= 6.403). The situation shows a significant difference in achievement motivation of sponsored and non-sponsored students with regard to the $t=3.462$ and $p= 0.001$ and the hypothesis is confirmed.

The third hypothesis was related to the comparison of academic performance of female sponsored and non-sponsored students by relief committee. The results of the research hypothesis are as follows.

Table 3. Independent t test for comparing the academic performance of female sponsored and non-sponsored students

Status	Number	Mean	Standard deviation	df	t	p
Sponsored	200	110.47	21.859	189.103	1.078	0.2
Non-sponsored	200	107.45	17.535			

The table above compares the academic performance of female sponsored and non-sponsored students by the Relief Committee suggests that the average of academic performance of female supported students with an average of 110.47 (SD= 21.859) is higher than the average of academic performance of non-sponsored female students with an average of 107.45 (SD= 17.535). The situation does not show a significant difference in academic performance of sponsored and non-sponsored students with regard to the $t=-1.078$ and $p= 0.2$. Accordingly, there is no significant difference between the academic performance of female sponsored and non-sponsored students by the Relief Committee of Bandar Abbas and the hypothesis is not confirmed.

The fourth hypothesis was related to the comparison of academic performance of male sponsored and non-sponsored students by relief committee. For this purpose, the academic performance scores of male sponsored and non-sponsored students are calculated and the t-test for independent groups was used to test the hypothesis.

Table 4. Independent t test for comparing the academic performance of male sponsored and non-sponsored students

Status	Number	Mean	Standard deviation	df	t	p
Sponsored	200	106.56	18.326	198	0.666	0.5
Non-sponsored	200	104.85	17.992			

The table above compares the academic performance of male sponsored and non-sponsored students by the Relief Committee suggests that the average of academic performance of male supported students with an average of 106.56 (SD= 18.326) is higher than the average of

academic performance of non-sponsored male students with an average of 104.85 (SD= 17.992). The situation does not show a significant difference in academic performance of male sponsored and non-sponsored students with regard to the $t=-0.666$ and $p= 0.5$ and the hypothesis is not confirmed.

The fifth hypothesis was related to the comparison of achievement motivation of female sponsored and non-sponsored students by relief committee. For this purpose, the achievement motivation scores of female sponsored and non-sponsored students are calculated and the t-test for independent groups was used to test the hypothesis.

Table 5. Independent t test for comparing the achievement motivation of female sponsored and non-sponsored students

Status	Number	Mean	Standard deviation	df	t	p
Sponsored	200	64.55	6.402	198	-1.636	0.1
Non-sponsored	200	66	6.131			

The table above compares the achievement motivation of female sponsored and non-sponsored students by the Relief Committee suggests that the average of academic performance of female non-sponsored students with an average of 66 (SD= 6.131) is higher than the average of academic performance of sponsored female students with an average of 64.55 (SD= 6.402). The situation does not show a significant difference in achievement motivation of female sponsored and non-sponsored students with regard to the $t= 1.636$ and $p= 0.1$ and the hypothesis is not confirmed.

The sixth hypothesis was related to the comparison of achievement motivation of male sponsored and non-sponsored students by relief committee. For this purpose, the achievement motivation scores of male sponsored and non-sponsored students are calculated and the t-test for independent groups was used to test the hypothesis.

Table 6. Independent t test for comparing the achievement motivation of male sponsored and non-sponsored students

Status	Number	Mean	Standard deviation	df	t	p
Sponsored	200	64.17	6.43	198	-3.2	0.002
Non-sponsored	200	67.25	7.16			

The table above compares the achievement motivation of male sponsored and non-sponsored students by the Relief Committee suggests that the average of academic performance of male non-sponsored students with an average of 67.25 (SD= 7.16) is higher than the average of academic performance of sponsored male students with an average of 64.17 (SD= 6.43). The situation shows a significant difference in achievement motivation of male sponsored and non-sponsored students with regard to the $t= 3.2$ and $p= 0.002$ and the hypothesis is confirmed.

Discussion

The aim of this study was to compare the academic performance and achievement motivation of sponsored and non-sponsored students by Imam Khomeini Relief Committee of Bandar Abbas. Results of this study in the comparison of the sponsored and non-sponsored students' academic performance showed that the academic performance of supported students is better than non-sponsored students (Mokhtari, 1994). Academic performance is actually educational and learning skills may students learn in the defined educational processes. It seems that students sponsored by Relief Committee could have increased their learning skills and

consequently their academic performance due to the relationship with different consultants and introduction to various workshops. The results following the academic performance of sponsored and non-sponsored students have shown that sponsored female students have better academic performance compared to non-sponsored female students. Girls try to show better academic performance due to the educational competencies. As was mentioned before, sponsored students receive appropriate educational skills due to the educational and consultative workshops and facilities by the Relief Committee centers. This is why sponsored female students have better academic performance compared to non-sponsored female students. This is while male sponsored students have no significant difference in the academic performance compared to non-sponsored female students. These results are consistent with the findings of Mokhtari.

On the other hand, the results showed that the achievement motivation of non-sponsored students is higher than the sponsored students by Relief Committee. In fact, the results indicate that the non-sponsored students by Relief Committee have higher motivation achievement than sponsored students by Relief Committee so that this difference is noticeable and significant.

Maslow believes that the root of many behaviors is in the intrinsic motivation such as self-awareness and the realization of one's potential abilities. He believes in the hierarchy of needs and believes that every learner tries to fulfill his needs in a special order. When someone is situated in a position that can satisfy several needs at the same time, he will satisfy the need which is of the utmost importance at that time. Two elements of the teacher-student relationship and classroom atmosphere are essential to humanists, so that if teachers are supportive and caring, as well as personal and meaningful classroom atmosphere, they are motivated to learn. If it be otherwise, students will fall behind in their motivation and learning is damaged (Farokhi and Mohammad Zadeh, 2004: 32). Accordingly, the sponsored students have needs many of which are emotional and psychological. These students have a lot of emotional and financial deficiencies that must be addressed. If teachers are supportive and sympathetic, students will be more motivated. This is why there is a possibility that the sponsored students by Relief Committee receive less support and sympathy due to the needs they have and consequently have less motivation compared to the non-sponsored students who seem to have less needs. Overall, the results showed that there is a significant difference between the academic performance and achievement motivation of sponsored and non-sponsored student by the Imam Khomeini Relief Committee.

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