

**STUDY OF ACHIEVEMENT MOTIVATION IN
ADOLESCENTS IN RELATION TO SEX AND SOCIO-
ECONOMIC STATUS**

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ABSTRACT

The present study was carried out on a sample of 100 students (50 male and 50 female) drawn randomly belonging to rural and urban areas of 10 senior secondary schools of Kangra distt. in H.P.. **Achievement Motivation Scale** by **Dr. Shah Beena (2000)**, reliability of the test of boys' 0.87 and test-retest reliability was 0.93 **calculated and Socio-economic Status Scale** by **Dr. Meenakshi (2004)**, test-retest reliability has been found to be 0.82, Inertia it shows the discriminating power of the scale. After the analysis of data, it was found boys have more motivated for achievement and urban students have motivated for more achievement. We observed that there is no significant relationship between achievement motivation and socio-economic status of senior secondary school students. Significant variation in socio-economic status of the senior secondary school students (boys and girls). Need to proper guidance for both male and female in better achievement. Both variables are positively correlated with each other. It means both variables are independent.

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INTRODUCTION

Wastage in Indian education, particularly at the primary level and secondary level is a common phenomenon. Wastage has been considered the great impediment in the achievement of the goal of universalisation of primary education. It is found that one out of every two students at the secondary school examinations in the country fails to qualify every year. In the current scenario, education has a pivotal role to play in the economic and social development of any nation. Bearing in mind the importance of education it is the need of the hour to promote the achievement of students, who form the concrete foundation for the country's progress.

The term achievement motivation refers to motivation stemming from a desire to perform well or a striving for success. It is evidenced by effort and persistence in the face of difficulties. It is regarded as a central human motivation and is a key determinant of aspiration and persistence. Achievement motivation is the key determinant of aspiration and persistence when an individual expects that his or her performance will be evaluated on the basis of some standard of excellence. It refers to motivation stemming from a desire to perform well or a striving for success.

The motivation process can be considered to be one of the decisive factors in the educational process. All people long for achievement because it is connected with success, prestige and admiration from other people. Positive acceptance from other people is also reflected in individual's self-concept and self-confidence and Adolescents start to think about their possibilities and prospects for the future and realize that with respect to their age potential failures and dissatisfaction with their current performance can be compensated in the future.

Motivation to achieve is instigated when an individual knows that he or she is responsible for the outcome of a venture and anticipates explicit knowledge of results that will define that venture as a success or failure. Achievement motivation forms to be the basic for a good life. People who are oriented towards achievement, in general, enjoy life and feel in control. Being motivated keeps people dynamic and gives them self-respect. They set moderately difficult but easily achievable targets, which help them, achieve their objectives. They do not set up extremely difficult or extremely easy targets. Intelligence, attitudes, aptitudes and even interests are patterned by socio-economic background of the individual. The socio-economic status pays

rewards and punishment both to a person. The variations in achievement are also due to the differences in socio economic status of the children, differential treatment given by parents, parent's educational level, and influence of the surroundings and so on. The motivation process can be considered to be one of the decisive factors in the educational process. Motivation to achieve is instigated when an individual knows that he or she is responsible for the outcome of a venture and anticipates explicit knowledge of results that will define that venture as a success or failure. Achievement motivation forms to be the basic for a good life.

Socio-economic status is typically broken into three categories, high SES, middle SES, and low SES to describe the three areas a family or an individual may fall into. When placing a family or individual into one of these categories any or all of the three variables (income, education, and occupation) can be assessed.

The influence of socio-cultural factors on various aspects of individual's development has particularly caught the attention of educationists. Individual success and failure can also be judged by facilities and environment provided for his study, self-concept and study habits. As pointed out by survey and Telford children belonging to higher socio-economic status are not only brilliant but also are provided better opportunities for developing intellectually, physically and emotionally. The type of intellectual environment in the home will definitely have an impact on the school achievement of the child and this intellectual environment in turn is determined by intellectual level of parents, parent's education, occupation, income, size of the family etc.

Education: Education is perhaps the most basic SES component since it shapes future occupational opportunities and earning potential. It also provides knowledge and life skills that allow better-educated persons to gain more ready access to information and resources to promote health. To the extent that education is key to health inequality, policies encouraging more years of schooling and supporting early childhood education may have health benefits. When policymakers debate the merits of increasing access to education, they rarely consider improvements in the health of the population.

Income: In addition to providing means for purchasing health care, higher incomes can provide better nutrition, housing, schooling, and recreation. Independent of actual income levels, the distribution of income within countries and states has been linked to rates of mortality. Health

effects at the upper part of the distribution may more strongly reflect relative status, while at the lower part they may be more linked to absolute deprivation Period.

Occupation: Occupational status is a more complex variable, and its measurement varies depending on one's theoretical perspective about the significance of various aspects of work life. One aspect is simply whether or not one is employed, since the employed have better health than the unemployed have. Among the employed, occupations differ in their prestige, qualifications, rewards, and job characteristics, and each of these indicators of occupational status is linked to mortality risk. Lower-status jobs expose workers to both physical and psychosocial risks. They carry a higher risk of occupational injury and exposure to toxic substances.

Operational definition of the term used.

Achievement motivation: - "an individual's need to meet realistic goals, receive feedback and experience a sense of accomplishment".

Socio-economic status:-"socio-economic status is commonly conceptualized as the social standing or class of an individual or group. It is often measured as a combination of education, income and occupation".

REVIEW OF RELATED LITERATURE:

Agnihotri (1990): reported that adults belonging to low socio-economic status had better self concept than adults belonging to high socio-economic status. **Al-Qaisy, L.M. and Turkey, J. (2011):** results indicate that self-concept and achievement motivation of high creative male and female adolescents is less than the low creative male and female adolescents. **Sabina M. (2012):** tried to trace out the achievement motivation level of the women cricketers. The significant difference between the junior and senior women cricketers and rural and urban women cricketers is studied. **Lewbank et al. (1993):** showed that socio-economically disadvantaged mothers had less effective discipline and their sons were at greater risk for antisocial behavior problems because of disrupted parental relationship practices. **Uma Devi et al. (1998):** was found that there was no relationship between socio-economic status and self concept. **Khan and Jemberu (2002):** showed that the impact of socio-economic status on educational aspirations was minimal; its influence on occupational aspiration was larger. **Devi and Mayuri (2003):** A

significant contribution by family factors like parental aspirations and socio-economic status, to academic achievement was observed. **Kalyani Devi (2004)**: It was noticed that self concept of urban students was greater than the rural adolescents. **Array Jennifer (2005)**: found composite test scores of tenth grade students from the Educational longitudinal Study is examined using a four-part model. **Nuthana P.G (2007)**: In her study of gender analysis of academic achievement among high school students, noticed that about 50 per cent of the rural students had high self concept whereas about 22 per cent of the students had high self concept.

NEED AND IMPORTANCE OF THE STUDY:-

In our society, the adolescents always face so many educational and social problems. The choice of a career is one of the most crucial decisions an adolescent makes in his life. This often depends on social, psychological and educational variables such as vocational aspirations, interest, needs, aptitude, and influence of close ones, parent's desires and most of all on their achievements of higher secondary schools and colleges.

This study will attempt to find correlation between Achievement Motivation and socio-economic status of the senior secondary school students.

OBJECTIVES OF THE STUDY:

1. To find out the achievement motivation of the senior secondary school students (boys and girls).
2. To find out the socioeconomic status of the senior secondary school students (boys and girls).
3. To find out the difference between achievement motivation and socioeconomic status of the senior secondary school students (boys and girls).
4. To study the difference between achievement motivation and socio-economic status of senior secondary school students (rural and urban).
5. To study the relationship between achievement motivation and socio-economic status of senior secondary school students.

DELIMITATION OF THE STUDY:

- The study was delimited to adolescents only.
- The study was delimited to 100 students.
- The data was collected from only three rural and three urban schools of kangra district only.
- The study was delimited to 50 boys and 50 girls.

HYPOTHESES:

- ❖ There will be no significant difference between achievement motivation of the senior secondary school students (rural and urban).
- ❖ There will be no significant difference between achievement motivation of the senior secondary school students (boys and girls).
- ❖ There will be no significant difference between socioeconomic status of the senior secondary school students (rural and urban).
- ❖ There will be no significant difference between socioeconomic status of the senior secondary school students (boys and girls).
- ❖ There will be no significant relationship between socio-economic status and achievement motivation of senior secondary school students.

METHOD AND PROCEDURE:

Anything to be done properly must be planned before hand. Plan and procedure employed in an investigation determines its destiny. This helps the researcher to proceed directly without confusing with concomitant events. The selection of adequate methods, tools techniques is a very difficult problem and must be handled with every caution, case and profound consideration in respect of time, cost ability, experience and the need of investigation procedure for any study is decide upon before starting the project.

STATISTICAL TECHNIQUES USED:

In order to test the hypotheses formulated for the present study and to arrive at some solid conclusion—the raw scores subjected to statistical analysis and interpretation.

- ❖ Descriptive statistical namely, mean and S.D. were computed.
- ❖ 't'- ratio was calculated.
- ❖ Co-efficient of correlation 'r' was also calculated.

TOOLS USED:-

- Achievement Motivation Scale (AMS) by Dr.Shah Beena (2000).The reliability of the test of boys' 0.87 and test-retest reliability was 0.93 calculated. The reliability coefficients of girls was 0.83 with varying time-intervals are 0.88.The validity of the scale was ascertained in a consequently confirms.
- Socio-economic Status Scale by Dr. Meenakshi (2004). Test-retest reliability has been found to be 0.82.Interalia it shows the discriminating power of the scale.

SIMPLING

The sample of the present study consist at least 100 students (50 urban and 50 rural) of six different schools located in kangra district were randomly selected out of 50 students,25 boys and 25 girls were selected in urban and rural areas.

INTERPRETATION OF HYPOTHESIS:-

I. Hypotheses-1

"There will be no significant difference between achievement motivations of senior secondary school students (rural and urban)".

Table- 1

Sr. No.	Variable	N	Mean	S.D.	S.E.M.	't'-ratio	Level of Significance
1.	Urban	50	99.1	6.701	2.939	0.5239	*P ≤ 0.05
2.	Rural	50	97.56	10.103			**P ≤ 0.01

*Significant at level 0.05

**Significant at level 0.01

Table shows S.E_M of achievement motivations of senior secondary school student (rural and urban) of district kangra is 2.939. The t-ratio comes out to be 0.5239. By referring the table, 't' value at 0.05 level is 1.98 and at 0.01 level is 2.63 which is high than calculated value at both levels. Hence there is no significant difference. Hypotheses-1 stands accepted. The mean score of urban students is greater than rural students, so that urban students have motivated for more achievement.

II. Hypotheses-2

“There will be no significant difference between achievement motivations of senior secondary school students (boys and girls)”.

Table- 2

Sr. No.	Variable	N	Mean	S.D.	S.E _M	't'-ratio	Level of Significance
1.	Boys	50	98.42	7.824	1.724	0.069	*P ≤ 0.05 **P ≤ 0.01
2.	Girls	50	98.3	9.353			

*Significant at level 0.05

**Significant at level 0.01

Table shows that S.E_{DM} is 1.724. The t-ratio comes out to be 0.069. By referring the table, 't' value at 0.05 level is 1.98 and at 0.01 level is 2.63 which is high than calculated value at both levels. Hence there is no significant difference. Hypotheses-2 stands accepted at both 0.05 levels and 0.01 level of confidence. The mean scores of boys are greater than mean scores of girls; it means boys have more motivated for achievement.

I. Hypotheses-3

“There will be no significant difference between socio-economic statuses of senior secondary schoolstudents (rural and urban)”.

Table -3

Sr. No.	Variable	N	Mean	S.D.	S.E.M.	't'-ratio	Level of Significance
1.	Rural	50	100.06	12.281	2.516	2.79	*P ≥ 0.05 **P ≥ 0.01
2.	Urban	50	100.10	12.876			

* Not Significant at level 0.05

**Not Significant at level 0.01

Table shows that the S.E_{DM} of socio-economic status of senior secondary school student (rural and urban) is 2.516. The t-ratio comes out to be 2.79. By referring the table 't' value at 0.05 level is 1.98 and at 0.01 level is 2.63 which is less than calculated value at both levels. Hence it is concluded that there exist a significant difference. Hypotheses-3 stands rejected. The mean scores of socio-economic status rural students are 100.06 and mean scores of urban students are 100.1, which is approximate equal, so that urban students have more socio-economic status .

II. Hypotheses-4

“There will be no significant difference between socio-economic status of senior secondary school students (boys and girls)”.

Table -4

Sr. No.	Variable	N	Mean	S.D.	S.E.M.	't'-ratio	Level of Significance
1.	Boys	50	100.8	12.964	2.511	2.743	*P ≥ 0.05 **P ≥ 0.01
2.	Girls	50	99.36	12.144			

* Not Significant at level 0.05

**Not Significant at level 0.01

Table 4.7 shows that the $S.E_M$ of socio-economic status of boys and girls is 2.511. The t-ratio comes out to be 2.743. By referring the table, 't' value at 0.05 level is 1.98 and at 0.01 level is 2.63 which is less than calculated value at both levels. Hence it is concluded that there exist a significant difference. Hypotheses-4 stands rejected. The mean scores of socio-economic status of boys (100.8) are higher than mean scores of girls (99.36), so that boys have more socio-economic status as compare to girls.

Hypotheses-5

“There will be no significant relationship between socio-economic status and achievement motivation of senior secondary schoolstudents”.

Table -5

Sr. No.	Variable	N	r	Level of significance
1.	Socio-economic status	100	+0.1547	Significant at both 0.01 levels and 0.05 level of confidence.
2.	Achievement motivation	100		

* Significant at level 0.05

** Significant at level 0.01

Table represents the Coefficient of correlation between socio-economic status and achievement motivation of senior secondary school students. It comes out to be 0.1547 which shows positive correlation. By referring the table of Coefficient of correlation the value at 0.05 level is .195 and at 0.01 levels is .254. The tabulated value is greater than calculated value at both levels of confidence. So hypotheses-5 stands accepted. From the table of correlation it is clear that there is slight almost negligible relationship between the values 0.00 (\pm) 0.20. We can infer that there is no (non-significant) relationship between socio-economic status and achievement motivation of senior secondary school students. So it can be said that one variable not affects the other variable.

MAJOR FINDINGS:

- ✚ Equal significant in achievement of motivation of senior secondary school students (rural and urban).
- ✚ There will be no significant difference between achievement motivation of the senior secondary school students (boys and girls).
- ✚ Significant variation in socio-economic status of senior secondary school students (rural and urban).
- ✚ Significant variation in socio-economic status of the senior secondary school students (boys and girls).
- ✚ No significant effect on socio-economic status and achievement motivation of senior secondary school students.

CONCLUSIONS:

In the present study shows that there is no significant relationship between achievement motivation and socio-economic status of senior secondary school students. Both variables are positively correlated with each other. It means both variables are independent. It may be also concluded that there is no difference for motivation relation between male and female.

EDUCATIONAL IMPLICATIONS:

Problems in man's life begin the day he born and go on multiplies as individual grown. They will continue till the man lives.

- Society and culture play better role for achievement motivation in training.
- Teachers and parents of rural areas need to provide better environment for better achievement.
- Urban students had better socio-economic status than compared to rural students.
- The girls had significantly better reading and note taking habits as compared to boys. Girls are usually more home bound due to cultural factors.
- There should be more arrangements of the subjects and methods of instruction, as well as the discipline of daily life in an institution.
- Socio-economic status has direct relation with achievement motivation.

- School period is a critical stage where drastic changes may occur in their personality which may or may not improve their achievement.
- **SUGGESTIONS FOR FURTHER STUDY:**

Suggestions are the result of the study and these by an outgrowth of the study.

- This study was confined to district kangra only. It can be conducted on wider sample of students of different districts.
- In the present study a sample of 100 students was considered. Study may be conducted on larger population.
- The study was conducted only on senior secondary school students. It can be conducted on other levels.

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