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IMPACT OF ACHIEVEMENT MOTIVATION UPON ACADEMIC ACHIEVEMENT AND SOCIO-ECONOMIC STATUS

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ABSTRACT

The present research was aimed at finding out the impact of achievement motivation upon academic achievement and socio-economic status. The sample consisted of 200 boys of class VIII selected randomly from six rural schools of Aligarh district of U.P. India. For measuring achievement motivation and socio-economic status achievement motivation test developed by Rao and socio-economic status scale developed by Pareek and Trivedi was used. Statistical techniques used were coefficient of correlation using Pearson's product moment formula and critical ratio. The results showed that a significant positive correlation was found between achievement motivation and academic achievement. The students belonging to average socio-economic status group have more achievement motivation as compared to those belonging to the high and low socio-economic status group.

KEYWORDS

achievement, motivation, academic, socio-economic, measure.

INTRODUCTION

In general motivation is defined as a force that generates energy to drive a person to do or accomplish something. There are three aspects of motivation and they are the following:

1. Stimulation of behavior (what triggers a person)
2. Course of behavior (what directs a person towards a goal)
3. Determination of behavior (how behavior is being continued)

According to behavioral experts and scientists, there are different types of motivation, one of which is achievement motivation. Achievement motivation is something that causes a person to make an effort to become successful and be goal oriented. Obviously it is what people need to achieve a "good life".

Achievement motivation is the need for success. Individuals will fulfill this need in different ways; the reason for the intensity of the need is both internal and external. The achievement motivation theory states that people who have a strong need for achievement often exhibit certain characteristics. They include: needing opportunities for promotion, requiring feedback so that success can be recognized, placing more importance on tasks than on relationships, having a preference for tasks that allow them to have power and control, needing to be recognized for successful outcomes due to their actions, to participate in tasks that exhibit their expertise, seeking tasks that are challenging so that expertise can be recognized and steering clear of any likelihood of failure. Of all the personal and psychological variables that have attracted researches in this area of educational achievement, motivation seems to be gaining more popularity and leading other variables (Tella, 2003).

The issue of motivating learners is seen as an important aspect of effective learning. In fact psychologists believe that motivation is a necessary ingredient for learning (Biehler and Snowman, 1986). They believe that satisfactory school learning is unlikely to take place in the absence of sufficient motivation to learn (Fontana, 1981). The issue of motivation of students in education and the impact on academic performance are considered as an important aspect of effective learning.

The experimental researches carried out by some researchers have tremendously improved the knowledge about the motive to achieve (Gesinde, 2000). Achievement motivation could be seen as self determination to succeed in whatever activities one engages in, be it academic work, professional work, sporting events among many others. Okoye (1983) opined that motivation holds the key to the understanding of human behavior. He added that motivation should be carefully manipulated whether in the work situation or study situation, so that our students are neither under motivated nor over motivated but appropriately motivated so as to be useful to themselves in their society and the world at large. Many researches (Sinha, 1968; Desai, 1971) have found achievement motivation to have significant positive association with scholastic achievement. Bridge man (1978) reported that standard school achievement test is somewhat predictive of later academic performance. Bank and Finlapson (1980) found that successful students were found to have significantly higher motivation for achievement than unsuccessful students. Moreover (Johnson, 1996; Broussard and Garrison, 2004; Spaalvik and Spaalvik, 2004; Spaalvik and Spaalvik, 2006; Sandra, 2002) revealed significant relationship between academic performance and motivation. In Nigeria a study carried out by Ajaiyi (1998) on achievement motivation using 276 students revealed that there is an agreement between academic performance and motivation.

We find that the children of economically favored class make a prolonged stay in school, while the children of the underprivileged withdraw at the earliest in order to go to work. The impact of the socio economic status of class and schoolmates on academic achievement has received a lot of attention (Hanushek, Kain, Markman and Rivkin, 2003; Ireson, Hallam, Hack, Clark and Plewis, 2002; Kerckhoff, 1986). It is observed that the perceptions and values of individuals belonging to different social classes differ significantly (Kohn, 1963). If achievement motivation is the outgrowth of certain types of perceptions and values, it would show certain definite relationship with factors such as socio economic status, whose psychological structure is built on certain socio cultural value patterns. The social class is the degree of social status. Socio economic status of individuals is their enjoyed status in the society. It influences individual's achievements, perceptions, attitude and other characteristics. Rosen (1956) found that the members of middle class tend to have considerably higher need achievement scores than individuals in lower socio economic status. Substantial evidence proves beyond doubt that need achievement is positively associated with education, occupation and income i.e. with the factors that determine social class. Pathak (1974), Patel (1977), and Dutt (1983), found that students belonging to high socio economic status have more achievement motivation than those belonging to low socio economic status. Lyngdoh (1975) in her study indicates that higher and middle socio economic status has higher need achievement than lower socio economic status pupils. Choksi (1973) and Parikh (1978) also found a significant difference in the need achievement of high and low socio economic pupils. It means that pupils belonging to high socio economic strata had more achievement related imagery than the pupils of middle and low socio economic strata. The findings of the studies conducted by Mehta (1968), Desai (1970), Tamhankar (1968), Dave (1973) were contrary to the above findings; they all found that the middle socio economic status subjects had greater need achievement scores than the high and low socio economic status group. On the other hand Smith (1964) and Bhatnagar (1969) have found either a negative or an insignificant relationship between the two variables. Agarwal (1978) and Sahoo (1982) indicated no significant difference in the strength of need achievement of high and low socio economic status group.

Hence this survey of literature reveals that there is no conclusive relationship between the level of need achievement and socio economic status. Achievement motivation, academic achievement, and socio economic status relationships should be further probed because of the inconsistent findings revealed in these studies.

THE PURPOSE OF THE STUDY

The study sought to explain the impact of achievement motivation upon academic achievement and socio economic status.

HYPOTHESES

In this study the following hypotheses were set up for verification.

1. There will be a significant positive relationship between achievement motivation and academic achievement.
2. There will be significant differences between the means of achievement motivation scores of high and average, high and low and average and low socio economic status groups.

METHOD AND PROCEDURE

SAMPLE

The study was conducted on a sample of 200 boys of VIII class selected randomly from six rural schools of Aligarh district of U.P. India.

MEASURES

The measures employed in this investigation were:

1. Achievement Motivation Test developed by Rao. The coefficient of reliability was found to be 0.79.
2. Socio-Economic Status Scale developed by Pareek and Trivedi. The Test-retest reliability of the scale was 0.87.
3. In order to identify the measures of academic achievement, previous year's final examination marks of students were obtained from office records of the school. The total marks secured by each individual were converted into percentage for the sake of convenience of calculation.

STATISTICAL TECHNIQUES USED

1. To find out the relationship between achievement motivation and academic achievement the coefficient of correlation was calculated by using Pearson's Product Moment formula.
2. Critical ratio was used to find out the significance of difference between the means of achievement motivation scores of high and average, high and low, and average and low socio economic groups.

RESULTS AND DISCUSSION

1. RELATIONSHIP BETWEEN ACHIEVEMENT MOTIVATION AND ACADEMIC ACHIEVEMENT

TABLE-1: SHOWING COEFFICIENT OF CORRELATION BETWEEN ACHIEVEMENT MOTIVATION AND ACADEMIC ACHIEVEMENT ON TOTAL SAMPLE (N=200)

Variables	Academic Achievement
Achievement Motivation	0.70*

* Significant at 0.01 levels.

Table-1 shows a significant positive correlation between achievement motivation and academic achievement. The correlation coefficient of 0.70 is significant at 0.01 levels, meaning by which that high scorer on achievement motivation are likely to built high achievers on academic achievement. The findings of the present study is very much corroborated by Sinha, 1968; Desai, 1971; Finlapson, 1980; Johnson, 1996; Broussard and Garrison, 2004; Spaalvik and Spaalvik, 2004; and Spaalvik and Spaalvik, 2006; Sandra, 2002 in which significant relationship between academic performance and motivation was found. So hypothesis 1 that there will be a significant positive relationship between achievement motivation and academic achievement is accepted.

2. DIFFERENCE BETWEEN THE MEANS OF ACHIEVEMENT MOTIVATION SCORES AND SOCIO-ECONOMIC GROUPS

Students were divided into three socio economic status (SES) groups-high, average and low. The groups were divided on the following basis:

1. High SES Group: 27 percent students with SES scores in the upper limit (scores 25 and above, N=55) were considered as belonging to the high SES group.
2. Low SES Group: 27 percent students with SES scores in the lower limit (scores 16 and below, N=55) formed the low SES group.
3. Average SES Group: Remaining students (with scores 17 to 24, N=90) were placed in the average SES group.

Then the means of achievement motivation scores of high, average, and low SES groups were found and this led to the calculation of critical ratios to find out the significance of difference among the means of achievement motivation scores of high, average and low SES groups. Comparisons were made between the following pairs of groups.

1. High SES Group v/s Average SES Group
2. High SES Group v/s Low SES Group
3. Average SES Group v/s Low SES Group

TABLE-2: SHOWING SIGNIFICANCE OF DIFFERENCE BETWEEN THE MEANS OF ACHIEVEMENT MOTIVATION SCORES OF HIGH AND AVERAGE SOCIO-ECONOMIC STATUS GROUPS

Groups	Means	SD	N	CR	LS
High SES	45.00	4.51	55	3.15	0.01
Average SES	47.50	4.57	90		

It is clear from table-2 that the value of CR signifying the difference between the means of achievement motivation scores of high and average socio-economic groups is 3.15 which is significant at 0.01 levels. This implies that students belonging to average socio-economic status group have more achievement motivation as compared to those belonging to the high socio-economic status group. This finding is also corroborated by the findings of Rosen (1956), Kogan and Moss (1962), Tseng and Carter (1970), Mehta (1968), Desai (1970), Dave (1973), they all found that the middle socio-economic status subjects had greater need achievement scores than the high and low socio economic status group.

TABLE-3: SHOWING SIGNIFICANCE OF DIFFERENCE BETWEEN THE MEANS OF ACHIEVEMENT MOTIVATION SCORES OF HIGH AND LOW SOCIO-ECONOMIC STATUS GROUPS

Groups	Means	SD	N	CR	LS
High SES	45.00	4.51	55	1.11	NS
Low SES	46.03	4.63	55		

As can be seen from table-2 the value of critical ratio between the means of achievement motivation scores of high and low socio-economic status groups is 1.11 which is insignificant, indicating that no significant difference exists between the achievement motivations of these two groups.

TABLE-4: SHOWING SIGNIFICANCE OF DIFFERENCE BETWEEN THE MEANS OF ACHIEVEMENT MOTIVATION SCORES OF AVERAGE AND LOW SOCIO-ECONOMIC STATUS GROUPS

Groups	Means	SD	N	CR	LS
Average SES	47.50	4.57	90	1.88	NS
Low SES	46.03	4.63	55		

Non significant difference between the achievement motivation of average and low socio-economic status groups was found because the value of critical ratio between these two groups was 1.88 which is insignificant as can be seen from table-4.

Thus it can be concluded that the means of achievement motivation scores of the average SES group is maximum (47.50), followed by the low SES group (46.03) and then the high SES group (45.00). This means that the students belonging to the average SES group have maximum desire to excel others. The students of low SES group do not possess much achievement motivation because their poor socio-economic environment is not conducive to achievement motivation they withdraw themselves from the school at the earliest in order to go to work.

The reason for the low achievement motivation of the students of high SES group may be that their rich social and economic environment may make them careless about their motives.

Hence, the difference in achievement motivation generally stems out of socio cultural conditions prevalent in a particular geographical region. Middle class individuals possess higher need achievement than upper and lower class. This statement was also supported by Desai's study of 1970. He found that need achievement score was higher for those students whose fathers were businessmen or white collar servicemen. The persons of these categories were covered in middle class. Thus hypothesis 2 that there will be significant differences between the means of achievement motivation scores of high and average, high and low and average and low socio-economic status groups is accepted.

CONCLUSION

Academic motivation is crucial to a student's academic success at any age. The findings mentioned in this research study justify the importance of motivation to academic performance. It is important that the parents as well as education authorities should engage in programs that can motivate the students to improve their academic performance. Development of early academic motivation has significant implications for later academic careers. Teacher needs teaching strategies that reduce academic social, cultural and economic differences. Teachers must appreciate students for their achievements as children who perceive that their teachers said positive things to them have higher self concepts (Burnett, 1999). A great deal of research has found that students high in academic motivation are more likely to have increased levels of academic achievement and have lower dropout rates (Blank, 1997).

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