

Comparative Study

A Comparative Study of Achievement Motivation Among Socially Disadvantaged Adolescent Students in Kashmir

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ABSTRACT

The present study was undertaken to compare the level of achievement motivation between Schedule Tribe (ST) and Other Backward Class (OBC) secondary school adolescents of District Budgam. With the help of simple random sampling technique, 160 students were selected, 80 ST and 80 OBC. Data was collected by applying Achievement Motivation Scale developed by Pratibha Deo and Asha Mohan (2018). After analysis by using percentage, Mean, SD and t-test, results indicated that, 68.75% of socially disadvantaged adolescent students possess average motivation, 11.25% students possess above average motivation, 5.0% students are having high achievement motivation, 2.50% students are highly motivated. On the other hand, 8.75% of students fall in below average achievement motivation, 2.50% students in low motivation and 1.25% students fall in lowest motivation group. Besides, significant difference was found in the achievement motivation of ST and OBC students as OBC students are having higher achievement motivation as compared to ST students.

Keywords: *Schedule Tribe, Other Backward Class, Achievement Motivation.*

The fundamental and basic force i.e. the requirements, wishes and aspirations, which energize an individual to act in a certain way is called motivation. The achievement motivation is a term coined by social psychologist, McClelland to describe one's strong desire to succeed in different areas such as schooling, culture, wealth, and so on, in order to satisfy their need for self-esteem. Bigge and Hunt (1980) defined achievement motivation as, "the drive to work with diligence and vitality, to constantly steer toward targets, to obtain dominance in challenging and difficult tasks and create sense of achievement as a result". Achievement motivation refers to the degree to which the individuals vary in the ways to struggle for attaining desired ends like bodily satisfaction, honor and a sense of personal mastery (McClelland, 1985). Waxman and Huang (1997) defined achievement motivation as, "need to strive towards standards of performance encountered in a wide range of situations especially in the school environment". Individual's achievement motivation is determined by his ambitions, attempts and determination towards the goal. Achievement oriented behavior is characterized by the expectations of assessing and relating one's performance with some external criteria and with the result it is natural

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among all human beings to take every effort to struggle, accomplish and surpass others Kalpana D. Bharanbe (2016). Today in this world, adolescent life becomes more competitive, and everyone wants to excel in all spheres of life to achieve the higher position and to beat ones peer group. Thus, the basic point of achievement motivation is attaining success and fulfillment of all ambitions of life (Chandu 2011). The way and the manner a person perform to carry out his actions and explore his desires to explain competition is shaped by the achievement goals (Harackiewicz, Barron, Carter, Lehto and Elliot, 1997). It is a matter of concern especially in educational institutions to persuade the students to learn otherwise it would hamper the learning process and finally results in worsening the whole standard of education (Awan, Noureen and Naz 2011). American psychologist, Henry Murray popularized the concept of Need-Achievement in 1938 in his book “Explorations of Personality” but the preferred term for it is achievement motivation and after wards David McClelland and Atkinson concerted on the concept and viewed that a person is motivated by three types of needs - need for achievement, affiliation and power. Need for the achievement – people who are motivated by the accomplishment of any task; their motivation is driven by the achievement. Need for power- it is the desire in people to exercise control over other persons actions. These people have the strong desire to enhance their self esteem and reputation by accepting their viewpoint over the views and ideas of others. Need for affiliation- this urge enables an individual to create better interpersonal relationships and to get appreciation from others. (McClelland 1985). Vroom’s Expectancy theory stresses on the individual’s cognitive abilities and expectations that reflect the differences in ones motivation. Motivated behavior is determined by ones hard work for better performance that will direct towards desired outcome (Fred C. Lunenburg 2011). Goals are the key determinants of behavior according to the Lock’s Goal Setting Theory (1990). Goal-setting theory emphasises goal precision, complexity, and acceptance. Lock gives few suggestions for good goal setting:

- Goals that are demanding but attainable. We are not motivated by goals that are too straightforward, too complicated, or impractical.
- Setting concrete and observable objectives. These will help us concentrate on what we want and monitor our progress toward that goal.
- It is necessary to obtain goal commitment. We won't put in enough effort to achieve our goals if we don't stick to them.
- Participation in the target-setting process, the use of extrinsic incentives (bonuses), and promoting intrinsic motivation by receiving feedback on goal achievement are all possible ways to accomplish this.

Whole universe is the creation of Almighty where everybody contributes in his own way for the development of the nation. Socially disadvantaged, being specific group of population were considered as educationally, socially and economically backward. Socially disadvantaged people are not genetically handicapped but their social and economic background makes them feel handicapped which thwarts the nourishment and improvement of their inner strength and capability and they often face harassment on the basis of socio cultural factors (Bhatla, 2017). Education is an essential way and an influential gadget for their holistic development. Despite the various beneficial schemes launched by the state govt to persuade them towards education they still lag behind socially and educationally from the main stream of the population. Kuppuswamy (1980) identified some factors like income, parental education and occupation which comprise socio economic background of the child. The availability of the basic and fundamental amenities like comfortable residence, home library, newspapers and so on boosts towards higher achievement in contrast to those with

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poor background and cannot afford such facility which finally leads to poor achievement motivation. Tribal people as one of the socially disadvantaged group practice their own customs, norm, culture and possess superstitious thoughts and beliefs. Singh (1981) assessed the level of achievement motivation in forward and backward caste students and finally discovered that caste have no influence on students achievement motivation. Bhowmick & Bhowmic said, "Education is the only instrument that boosts the inner potential of tribal students and prepare them to face day to day challenges of life." Children from disadvantaged background are not academically at par with the non-disadvantaged ones (Reardon, 2011; Steele,2010). Welch (2014) explored the influence of poverty on achievement and discovered a strong negative correlation of students level of poverty and their achievement in the 10th grade. (Saxena and Kumar ,2016) considered education as an influential instrument for upward economic and social mobility to rejuvenate the society by eradicating social and economic disparity. Various steps have been taken by the govt like scholarships, mid day meals, free textbooks, job reservation, coaching classes etc for the deprived sections to persuade them towards achieving higher position in academics and other fields as well. (Ayoub et.al.,2009; Hanson et al.,2011) exposed that the children having less than high school educated mothers exhibit low level of cognitive abilities at the age of three. Also, I have observed the non-accessibility of modern technology in educational institutions especially in tribal areas as the students were taught in the open ground due to the scarcity of resources.

REVIEW OF RELATED LITERATURE

Ninama(2018) revealed higher achievement motivation level among tribal boys as compared to girls from non-tribal community. Besides, non tribal commerce stream students indicated higher level of achievement motivation in comparison to arts stream students of tribal community. **Lal (2016)** exposed in his comparative study that both male and female students belonged to non- Schedule Caste group show higher achievement motivation as compared to Schedule Caste students. **Pany (2014)** made an analysis of achievement motivation on the basis of gender (male, female), locale (rural, urban) and stream (science, arts) and finally pointed out a significant difference in achievement motivation on all the three dimensions. **Kaur & Meenu (2013)** examined the level of depression in relation to achievement motivation between rural and urban students and finally discovered no significant correlation between depression and achievement motivation. Besides that, rural and urban children do not differ significantly on depression and level of achievement motivation. **Behera1 & Samal(2015)** analysed category as a factor in formulating the educational aspirations of students and found that both, on the basis of gender and category(tribal, non-tribal) educational aspirations of students differ significantly. **Adsul & Kamble (2008)** investigated the joint effect of caste, gender and economic background on the achievement motivation and concluded with no interaction effect of these on students achievement motivation. **Acharya & Joshi (2009)** investigated the effect of education level of parents on the achievement motivation of their wards and finally discovered a significant positive relationship between the two i.e., higher the parental education the strong is the academic achievement motivation of their children. **Bharanbe(2016)**assesses achievement motivation of students enrolled in private and Govt schools and finally explored high score among private school students compared to Govt school students. **Shekhar & Devi (2012)** analyzed achievement motivation among college students on the basis of gender and stream(science and arts) and at the end concluded with a significant difference in the variable between boys and girls where girls surpass their counterparts and science stream students indicated higher achievement motivation as compared to arts stream subjects.

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Statement of the problem

- A Comparative Study of Achievement Motivation among socially disadvantaged adolescent students in Kashmir.

Objectives of the study

- To study socially disadvantaged secondary school students (15-16 years of age)
- To compare Schedule Tribe (ST) and Other Backward Class (OBC) secondary school students on Achievement Motivation.

Hypothesis

- There is no significant difference between ST and OBC students in their achievement motivation.

METHODOLOGY

Descriptive research method is used by the investigator to fulfill the above mentioned objectives of the study.

Sample

This study is carried out in district Budgam of Kashmir division where the investigator identified Schedule Tribe (ST) and Other Backward Class (OBC) students of 15-16 years of age and selected 80 students from Schedule Tribe (ST) community and 80 students from Other Backward Class (OBC) category with the help of simple random sampling technique. Thus, the total sample for the study consists of 160 students.

Application of Tool

The investigator used Achievement Motivation Scale by Pratibha Deo and Asha Mohan(2018) which consists 50 statements of 15 dimensions: (a)academic motivation, (b) need for achievement,(c)academic challenge,(d) achievement anxiety,(e) importance of marks,(f) meaningfulness of task,(g) relevance of school to future goals,(h)attitude towards education, (i)work methods, (j)attitude towards teachers, (k) interpersonal relations, (l)individual concern,(m) general interests,(n) dramatics and (o)sports.

Statistical analysis and interpretation

Appropriate statistical tests like Percentage, Mean, S.D and t-test were applied and also bar diagrams were drawn to make the results clearer.

Table 1: showing the frequency and percentage of different levels of achievement motivation among socially disadvantaged secondary school students.

S.No	Levels of Achievement Motivation	Frequency	Percentage
1.	Highly Motivated	4	2.50
2.	High Motivation	8	5.0
3.	Above average motivation	18	11.25
4.	Average motivation	110	68.75
5.	Below average motivation	14	8.75
6.	Low motivation	4	2.50
7.	Lowest motivation	2	1.25
Total		160	100%

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The table 1, shows that among the total respondents, 68.75% of socially disadvantaged adolescent students possess average motivation, 11.25% students possess above average motivation, 5.0% students are having high achievement motivation, and 2.50% students are highly motivated. On the other hand, 8.75% of students fall in below average achievement motivation, 2.50% students in low motivation and 1.25% students in lowest motivation level.

Figure 1. Pie chart given below showing different levels of achievement motivation among socially disadvantaged secondary school students. (N=160)

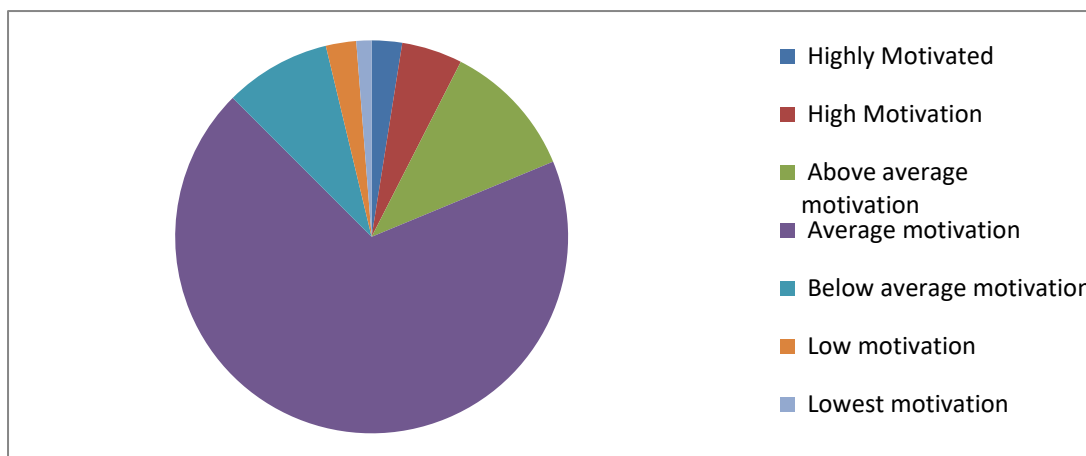


Table 2: Mean comparison of ST and OBC secondary school students on achievement motivation (N= 80 in each group).

Group	N	Mean	S.D	df	t-value	Level of Significance
ST	80	89.38	8.20	158	4.37	Sig. at 0.01 level
OBC	80	95.64	9.92			

As it is apparent from the above table 2 that mean score of students belonged to OBC category (95.64) is higher than the mean score of ST students (89.38). Thus, the calculated t-value (4.37) is higher than the tabulated t-value (2.58) at 0.01 level of significance. Hence mean difference favours OBC students which indicated that OBC students have better achievement motivation as compared to ST students. Therefore, the results are in line with the study of **Ninama. U. C 2018** who revealed that students from tribal areas show lower achievement motivation compared to non tribal students.

CONCLUSIONS

After analysis, it was concluded that 68.75% students fall in average motivation level, 11.25% above average, 5.0% high motivation 2.50% highly motivated while as 8.75% below average, 2.50% low motivation and 1.25% in lowest motivation. Besides that a significant difference was also found between ST and OBC category students on achievement motivation in which OBC students indicated higher achievement motivation than ST students.

DISCUSSION

Also, there is significant difference in achievement motivation between ST and OBC students and the results goes in favour of OBC students. Learning environment at home,

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social and cultural practices, parental attitude towards the education of their wards, location of the school, various infrastructure facilities available at school etc. greatly influence the young adolescent's motivation to excel in any aspect of life.

Educational implications

1. For parents of ST community, counseling sessions should be arranged which renovate their mind set and superstitious beliefs which they hold from primitive times regarding the education of their wards.
2. Inspirational stories of great men should be taught in the classes which boost their inner drive to work hard and to get remarkable results.
3. Group work assignments should be given to the students which develops a sense of mutual assistance, cooperation and group membership skills.

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Conflict of Interest

The author(s) declared no conflict of interest.

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