

Impact of Learning Medium on Achievement Motivation and Ego Strength in School Students: A Comparative Study

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ABSTRACT

Objective of the study: 1. To Search the Achievement Motivation among English and Marathi medium School Students. 2. To examine Ego Strength among English and Marathi medium School Students. **Hypotheses:** 1. there will be no significant difference among English and Marathi medium School Students concerning Achievement Motivation. 2. There will be no significant difference among English and Marathi medium School Students concerning Ego Strength. **Samples:** For the present study 100 School Students were selected from Aurangabad District, Maharashtra State. The effective School Students consisted of 100 School Students among them 50 English medium School Students and 50 Marathi Medium School Students. The age range of subjects 12 to 16 years ($M = 13.87$, $SD = 2.92$). Non probability random sampling method was used. **Conclusions:** 1. English Medium School Students had significantly high Achievement Motivation than the Marathi Medium School Students. 2. English Medium School Students had significantly high Ego Strength than the Marathi Medium School Students.

Keywords: *Achievement Motivation, Ego Strength, English Medium, Marathi Medium, School Students*

The family plays a significant role in shaping the development and enhancement of young adults, which is influenced by the socio-psychological environment. In the contemporary context, changes in the socio-economic status of households require young individuals to transition into adulthood. The findings of recent studies are expected to hold immense value in educational, vocational, and counseling contexts, guiding university-going young adults toward better societal adjustment. Understanding adolescents' thoughts, ideologies, and autonomy is critical, and proper care should be provided to address these aspects.

The current research and its findings on the parent-child relationship are valuable for educators, school personnel, and counselors in devising educational plans and offering guidance to adolescents. Any significant disruption in the environment could lead to conflicts of varying intensity. Thus, parents must support their children, and the research findings will help them better understand their children, contributing to a healthier family dynamic and a better society. This, in turn, fosters a positive outlook among individuals.

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Achievement motivation is a stable personality characteristic, where satisfaction is derived from striving for and attaining excellence (McClelland, 1965). Individuals with a high need for achievement seek opportunities to demonstrate competence through grades, monetary rewards, or other accomplishments. They prefer intermediate difficulty tasks, avoiding excessively easy and overly challenging tasks. In contrast, those with low achievement motivation are driven by the desire to avoid failure, often selecting either very easy or extremely difficult tasks to minimize the implications of failure.

This research has significant academic implications for educational planners and administrators, providing insights into creating learning opportunities that help students succeed and become productive members of modern society. The changing socio-economic conditions require adolescents to transition into adulthood as responsible members of society. Consequently, investigating achievement motivation and ego strength among adolescents becomes a crucial area of study.

Kaur (2007) compared the achievement motivation of 200 boys and girls in urban and rural areas of Ludhiana district. The study revealed significant differences in achievement motivation between boys and girls, as well as between rural and urban students.

Frances et al. (2004) conducted a problem-based study to promote academic achievement and motivation among 18 eighth-grade students in Maryland. Data were collected using an achievement motivation scale and school reports. The findings demonstrated a significant relationship between academic achievement and motivation.

Conroy et al. (2009) examined the expression of achievement motivation in interpersonal behavior among 219 students from a private college and 172 students from a public university in the United States. The results indicated that while achievement motives significantly impacted academic success, they were not strongly associated with interpersonal behavior.

Lambie (2007), in his study "The Contribution of Ego Development Level to Burnout in School Counselors," explored the relationship between ego development and burnout among school counselors. The findings of a national survey revealed a positive correlation between higher levels of ego functioning and greater personal accomplishment, which is a dimension of burnout. The study highlights the implications for professional school counseling.

Johi (1984) investigated "Ego Identification and Values of Adolescents in Relation to Their School and Home Environment." The findings revealed that ego identification was positively correlated with adolescents' perceptions of their school and home environments. Adolescents with a favorable perception of themselves were more likely to perceive their socio-emotional environment positively, and vice versa.

Objective of the study:

1. To search for achievement motivation among English and Marathi medium school students.
2. To examine Ego Strength among English and Marathi medium School Students.

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Hypotheses

1. There will be no significant difference between English and Marathi-medium School Students with respect to Achievement Motivation.
2. There will be no significant difference among English and Marathi medium School Students with respect to Ego Strength.

Samples

For the present study, 100 School Students were selected from Aurangabad District, Maharashtra State. The effective School Students consisted of 100 School Students, 50 of whom were English-medium School Students and 50 of whom were Marathi-medium school Students. The age range of subjects was 12 to 16 years ($M = 13.87$, $SD = 2.92$). A non-probability random sampling method was used.

Variables

Independents Variables:

1. Types of Learning Medium

- i. English
- ii. Marathi

Dependent Variables

1. Achievement Motivation
2. Ego Strength

Research Tools

1. **Achievement Motivation Scale (Deo and Mohan, 2011):** Dr. Pratibha Deo and Dr. Asha Mohan (2011) constructed the achievement motivation (n-Ach) scale. The scale was developed to measure students' achievement motivation, a variable that has been used in many studies and is quite useful. To form the present scale, an effort was made to study the factor suitable for measuring students' achievement.
2. **Hasan's Ego strength Scale:** The Ego Strength scale was made by Q Hassan (1976). It consisted of 32 items, each a two-point scale. The test-retest reliability of the whole test was 0.86 and 0.82, and the validity of this scale was 0.62.

STATISTICAL INTERPRETATION AND DISCUSSION

Mean Std. Deviation and value of achievement motivation and ego strength among English and Marathi medium school students.

Table No-1

Factors	Types of Learning Medium				df	t
	English Medium		Marathi Medium			
	Mean	SD	Mean	SD		
Achievement Motivation	112.36	4.69	101.50	5.22	98	10.94**
Ego Strength	19.47	3.53	14.77	3.90	98	6.31**

From the above table, the mean score of Achievement Motivation of English-medium School Students is 112.36, $SD = 4.69$, and of Marathi-medium School Students is 101.50, $SD = 5.22$. The obtained t value of 10.94 with a df of 98 was found to be statistically significant. However, based on the mean scores, it was found that regular English-medium School

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Students have significantly higher Achievement Motivation than Marathi-medium School Students.

The Ego Strength of English medium School Students is 19.47, SD = 3.53, and that of Marathi medium School Students is 14.77, SD = 3.90. The obtained t value of 6.31 with a df of 98 was found to be statistically significant. However, based on the mean scores, it was found that regular English medium School Students have significantly higher ego strength than Marathi medium School Students.

CONCLUSION

1. English Medium School Students had significantly high Achievement Motivation than the Marathi Medium School Students.
2. English Medium School Students had significantly high Ego Strength than the Marathi Medium School Students.

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Conflict of Interest

The author declared no conflict of interests.

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