

## A Comparative Study of Achievement Motivation and Values Pattern of Parented and Orphan Children

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### Abstract

The present study aims to compare the achievement motivation and values pattern of parented and orphan children. The total sample for this study comprised 100 orphan children from two children homes in Delhi and 100 parented children from a public school of Delhi. The age group of 14 years has been taken as the sample and is distributed equally among boys and girls. In this present investigation Bhargava's Achievement Motive Test published by National Psychological Corporation, Agra in 1984 and Ojha's Study of Values published by National Psychological Corporation, Agra in 1992 were used as tools. The obtained data were analyzed by mean, SD and t-test. Analysis of the study revealed that parented children have more achievement motivation than orphan children. Regarding values parented children have more religious values than orphan children and Orphan children have more aesthetic values than parented children.

**KEYWORDS:** Achievement, Motivation, Value Pattern, Children

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Development of a nation depends upon its people and education is an essential human virtue, without it man is a splendid slave, reasoning savage. It has been accepted as one of the primary needs of every civilized person. In a developing country like India, education must be spread among all its citizens, whether they are scheduled caste, backward class, tribal or orphan; since only education can provide people with the knowledge, a sense of purpose and confidence essential for building up a dynamic and progressive nation, capable of encouraging its people to lead a better, fuller and more purposeful life.

Modern age is the age of competition. Among the factors, which determine the outcome of that competition, academic achievement is the one of utmost importance. To attain the goal of academic achievement, achievement motivation has important role. Realizing the importance of achievement motivation, parents at home and teachers at school try to motivate their children. In school such activities organized which may help in increasing the achievement motivation level.

But in race of achievement, we should not forget the importance of values. Human civilization does not have any importance without the values. The product of the educational institutions are not only expected to participate in all nation building activities but are also expected to possess value patterns conducive to a developing, secular, democratic social set up. Values are determinants of an individual's status, academic successions and finally which are related to the individual's adjustment to various real life situations.

In our culture mother stands for love, affection, softness and modesty while is a symbol of power, discipline, ambitions, justice and moral force. The presence of both is essential in framing a child's healthy personality. When both parents are alive and they provide due care, protection, affection, nurturing education, guidance and healthy

environment to the child, the personality of the child grows well. Healthy homes cast healthy impact on the growing body, mind and heart of child. The attitude of parents towards their children affects their behavior towards others. Affection bond between the parents and child creates a sense of trust in the child.

Homeless is linked up with some calamities, disasters or some crisis. A parentless and homeless child has no sense of security, parental protection, health, education, nutrition and shelter. He is deprived of love and affection. So, orphan children face all kind of psycho – social problems and discrimination. The orphan children constantly think about their future and react in a maladjustive manner. They struggle for their survival and cries on their heart but no one listen. Orphan children confuse and unable to express their educational aspirations. They blame their fates and all their reference individuals, relatives, workers of their orphanages. The inner capabilities, potentialities and abilities of orphan students are depressed due to their lack of care, education and protection.

In such conditions what is the achievement motivation level of orphan children. What kind of values has been developed in them? Is there any difference in the values developed and achievement motivation of parented children and orphan children? All these question lead researchers to study the achievement motivation and values pattern of parented children and orphan children.

### **Statement of Problem**

“A comparative study of achievement motivation and values pattern of parented children and orphan children.”

### **Objectives**

The main objectives of the present study are as under:

1. To find out relationship between the achievement motivation and values developed in parented children.
2. To find out relationship between the achievement motivation and values developed in orphan children.
3. To compare the achievement motivation of parented children and orphan children.
4. To compare the values developed in parented children and orphan children.

### **Hypothesis**

To test the above mentioned objectives following null hypothesis were formulated –

1. There is no significant relationship between achievement motivation and values developed in parented children.
2. There is no significant relationship between achievement motivation and values developed in orphan children.
3. There is no significant relationship between achievement motivation of parented children and orphan children.
4. There is no significant difference in values developed in parented children and orphan children.

## **Delimitations of the Study**

The study cannot be studied on a wide range due to lack of time and limited resources. The present study is delimited as under –

1. Study has been delimited to 100 orphan children and 100 parented children only.
2. Study has been delimited to two variables only that are achievement motivation and values only.
3. Sample has been taken from urban area of Delhi only.
4. Only 50 male and 50 female children have been selected in both parented and orphan category.
5. Only adolescents have been selected as a sample.

## **SAMPLE**

For the accomplishment of the present study the investigator selected a sample of 100 orphan children, both male and female above 14 years, from two children homes in Delhi and 100 parented children, both male and female, above 14 years from a public school of Delhi.

## **Tools Used**

To collect the data from sample the investigator used following two tests on children –

1. Bhargava's Achievement Motive Test, published by National Psychological Corporation, Agra in 1984.
2. Ojha's Study of Values, published by National Psychological Corporation, Agra in 1992.

## **Statistical Techniques Applied**

In the present study, data was analyzed by mean, standard deviation, t-test, Product Moment co-efficient of correlation.

## **Analysis and Interpretation of data**

### **1. Relationship between achievement motivation and values developed in parented children.**

- Calculated value of Coefficient of correlation between achievement motivation and theoretical value in parented children is 0.308 which is greater than table value at 0.01 level, which shows that there is significant positive relationship between achievement motivation and theoretical value in parented children.
- Coefficient of correlation between achievement motivation and aesthetic value in parented children is -0.402 which is greater than table value at 0.01 level, it shows that there is negative correlation between achievement motivation and aesthetic value in parented children.
- Coefficient of correlation between achievement motivation and social value in parented children is 0.089 which is lower than table value at 0.01 and 0.05 level, it shows that there is no significant relationship between achievement motivation and social value in parented children.
- Coefficient of correlation between achievement motivation and political value in parented children is 0.029 which is lower than table value at 0.01 and 0.05 level, it

shows that there is no significant relationship between achievement motivation and political value in parented children.

- Coefficient of correlation between achievement motivation and religious value in parented children is 0.0356 which is lower than table value at 0.01 and 0.05 level, it shows that there is no significant relationship between achievement motivation and religious value in parented children.

## **2. Relationship between achievement motivation and values developed in orphan children.**

- Calculated Coefficient of correlation between achievement motivation and theoretical value in orphan children is -0.0622 and it is lower than table value at 0.01 and 0.05 level, it shows that there is no significant relationship between achievement motivation and theoretical value in orphan children.
- Coefficient of correlation between achievement motivation and aesthetic value in orphan children is 0.0196 which is greater than table value at 0.05 level, it shows that there is positive significant correlation between achievement motivation and aesthetic value in orphan children.
- Coefficient of correlation between achievement motivation and social value in orphan children is 0.094. Calculated value is lower than table value at 0.01 and 0.05 level, it shows that there is no significant relationship between achievement motivation and social value in orphan children.
- Coefficient of correlation between achievement motivation and political value in orphan children is -0.0137. Calculated value is lower than table value at 0.01 and 0.05 level, it shows that there is no significant relationship between achievement motivation and political value in orphan children.
- Coefficient of correlation between achievement motivation and religious value in orphan children is 0.0356. Calculated value is greater than table value at 0.01 level, it shows that there is negative relationship between achievement motivation and religious value in orphan children.

## **3. Comparison of achievement motivation of parented and orphan children.**

- t - value for mean scores of achievement motivation of parented children and orphan children is 2.102. Calculated t - value is greater than table value at 0.05 level, it means there is significant difference in achievement motivation of parented and orphan children. Mean scores are in favor of parented children. It means parented children have more achievement motivation than orphan children.

## **4. Comparison of values developed in parented children and orphan children.**

- t - value for mean scores of theoretical values developed in parented children and orphan children is 0.006. Calculated t - value is lower than table value at 0.05 and 0.01 level, it means there is no significant difference in theoretical values of parented children and orphan children.
- t - value for mean scores of aesthetic values developed in parented children and orphan children is 3.798. Calculated t - value is greater than table value at 0.01 level, it means there is no significant difference in aesthetic values of parented children and orphan children. Mean scores are in favor of orphan children. It means orphan children have more aesthetic values than parented children
- t - value for mean scores of social values developed in parented children and orphan children is 0.0138. Calculated t - value is lower than table value at 0.05 and 0.01 level, it means there is no significant difference in social values of parented children and orphan children.

- t - value for mean scores of political values developed in parented children and orphan children is 0.131. Calculated t - value is lower than table value at 0.05 and 0.01 level, it means there is no significant difference in political values of parented children and orphan children.
- t - value for mean scores of religious values developed in parented children and orphan children is 2.294. Calculated t - value is greater than table value at 0.05 level, it means there is significant difference in religious values of parented children and orphan children. Mean scores are in favor of parented children. It means parented children have more religious values than orphan children.

### **Conclusion**

The study throws an adequate light on the achievement motivation and values developed in parented and orphan children. The surveys of educational research have revealed that hardly any study in depth has been done regarding this field.

The study has revealed that parented children have more achievement motivation than orphan children. Parented male and female children have more achievement motivation than orphan male and female children.

Orphan children are deprived of love, care, affection and attention. The inner capabilities, potentialities and abilities of orphan students are depressed due to their lack of care, education and protection. Girls are given less exposure, freedom to interact with new things. The criteria for living and achieving things are different for girls and boys. Due to this they have lower achievement motivation than parented children. Our society, government, different welfare organizations should run various programmes for enhancing the achievement motivation of orphan children. School teachers should encourage them for achievement.

Regarding values, parented children have more religious values than orphan children. Special programmes related to religious values should be run in orphan homes. Orphan children have more aesthetic values than parented children. This may be due to the reason that parented children are having a large source of entertainment. They concentrate themselves on all materialistic things. So, aesthetic aspect is lost. Parents should try to develop aesthetic values in them with the help of visits in parks, different places, making them closure to nature. Parented female have more economic values and aesthetic values than parented male children. Parents and teachers should try to develop economic values and aesthetic values in boys.

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