Academic Achievement of Socially Disadvantaged Secondary School Students in Relation to Achievement Motivation

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Abstract

It is a well-known fact that the socially disadvantaged especially SCs have been forced to remain as the relatively weaker sections and disadvantaged section of the Indian society. Such a large group of people-landless, asset less and daily wage earners, still live in abject poverty, inhuman conditions. Such a condition does not motivate them for higher aspirations or goals in academic sphere. The present study was undertaken to study Academic Achievement of Socially Disadvantaged Secondary School Students in relation to Achievement Motivation. The sample for the study consisted of 100 socially disadvantaged boys and 100 socially disadvantaged girls from 10 secondary schools of Panchkula. Achievement motivation scale by Deo & Mohan (1992) was used as tool to collect data required for the study. The statistical techniques applied on the data to conclude the results were Pearson Product Moment Correlation, Mean, Standard Deviation and t-test. The findings of the study revealed that achievement motivation plays a significant role in academic achievement of the students. The study also found that there is a significant difference in the achievement motivation of boys and girls, urban and rural secondary school disadvantaged students. The study suggested that the teachers should focus on motivational strategies to motivate students in academic activities for improving their grades.

KEYWORDS: Achievement motivation, Academic achievement, Socially disadvantaged

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INTRODUCTION:

Academic achievement is the one of the most important goals of education. It is considered as an important factor in the educational life of adolescents. According to Nuthana & Yenagi (2009), "Academic achievement denotes all those behavioural changes taking place in the individual as a result of his learning experiences of various levels. Students' academic performance occupies a very important place in education as well as in the learning process. This is regarded as an important parameter to judge one's total potentialities and capacities which are generally measured by examination results". Academic achievement at school level may be affected by various factors like students' intelligence, mental health, motivation level, study habits, attitude towards school, personality and socio-economic status etc.There is a growing concern about the understanding of these socio-psychological and cultural factors that influence the process of learning. Level of knowledge of correlation between different factors and academic achievement is therefore necessary for improvement in the performance of students in school.

Motivation as an academic engagement refers to "cognitive, emotional and behavioural indicators of student investment in and attachment to education" (Tucker, Zayco & Herman, 2002, 477). It is one of the psychological motive that play an important role in success and achievements of a man (McClelland, 1961; McClelland & Winter, 1969). It forms the basis for a good life (Brunstein & Maier, 2005). Pupils, who are oriented towards achievement, in general enjoy life and can proceed with a proper goal. Adolescent's strong motivation for learning in schools diminished by the early years of adolescence and poor

motivation becomes one of the chief predictors for teenager's low achievement in secondary schools (Krase, Boucher & Duchesse, 2003). Singh & Srivastava (1985) reported that SC adolescents had less desire for achievement and recognition. Mohanty & Misra, 2005 concluded that "Motivational functioning of deprived group is somewhat weak and fails to support positive behavioural changes necessary for pursuing useful goals". Thus it is valuable to study adolescent's achievement motivation which has a strong impact on the academic achievement of the students.

NEED AND IMPORTANCE OF THE STUDY:

Though a large number of studies have been conducted to see the impact of achievement motivation on the academic performance of the students like studies of Nuthana & Yenagi (2009), Ergene (2011), Parua and Archana (2011), Rajani & Radhakarte (2012), and Dua (2013), Busato et al. (2000), Frances et al. (2004), Bansal et al. (2006), Chowdhury et al. (2007), Ilogu (2007), Kim et al. (2007), Sumerson et al. (2007), Tan et al. (2007), Tella (2007), Adepoju (2008), Umadevi (2009), Awan Riffat-un-Nisa et al. (2011), Bahago (2011) and Yusuf (2011), but most of these investigations have been done with the general population. From the review of the related literature, the researcher felt that the studies conducted on disadvantaged groups are limited to few aspects of education only.

OPERATIONAL DEFINITION OF THE TERMS USED:

(i) **Socially Disadvantaged Students:** Socially disadvantaged students are those who have been subjected to racial or ethnic prejudice or cultural bias because of their identity as a member of a group without regard to their individual qualities. For the purpose of this study scheduled castes (SC) students were taken as sample.

(ii) **Achievement Motivation:** Achievement Motivation is the combination of psychological forces which direct and sustain behaviour towards successful attainment of some goals which provides a sense of achievement as perceived by Deo-Mohan Achievement Motivation Scale (1990).

(iii) **Academic Achievement:** In the present study, academic achievement means the percentage of total marks obtained in the previous annual examination of student.

OBJECTIVES OF THE STUDY:

- To find out the relationship between achievement motivation and academic achievement of secondary school socially disadvantaged students of Panchkula.
- To find out the significant difference in the mean scores of achievement motivation of secondary school socially disadvantaged boys and girls of Panchkula.
- To find out the significant difference in the mean scores of achievement motivation of secondary school socially disadvantaged urban and rural students of Panchkula.

HYPOTHESES:

- There is no significant relationship between academic achievement and achievement motivation of secondary school socially disadvantaged students of Panchkula
- There is no significant difference in the mean scores of achievement motivation of secondary school socially disadvantaged boys and girls of Panchkula.
- There is no significant difference in the mean scores of achievement motivation of urban and rural socially disadvantaged students of Panchkula.

METHOD:

Descriptive survey method was applied by the investigator.

SAMPLE:

A total of 200 secondary socially disadvantaged students studying in class VIII and IX standard were selected, out of which there were 100 girls and 100 boys from 10 schools of Panchkula.

TOOL:

To test the hypotheses formulated for the study, the investigator used Achievement motivation scale by Deo & Mohan (1992).For academic achievement of students, their marks were collected from office record.

STATISTICAL ANALYSIS:

The statistical technique used for the analysis of data were t-test to find out the significance of the mean difference between two groups and the Pearson's coefficient of correlation method to find out the relationship between mental health and academic achievement of secondary school socially disadvantaged students of Panchkula.

TESTING OF HYPOTHESES:

- The first objective of the study was to find out the relationship between achievement motivation and academic achievement of secondary school socially disadvantaged students of Panchkula. To test this objective the hypothesis "There is no significant relationship between academic achievement and Achievement motivation of secondary school socially disadvantaged students of Panchkula" was made.

Table-1 : Showing correlation between Achievement motivation and academic achievement (N=200)

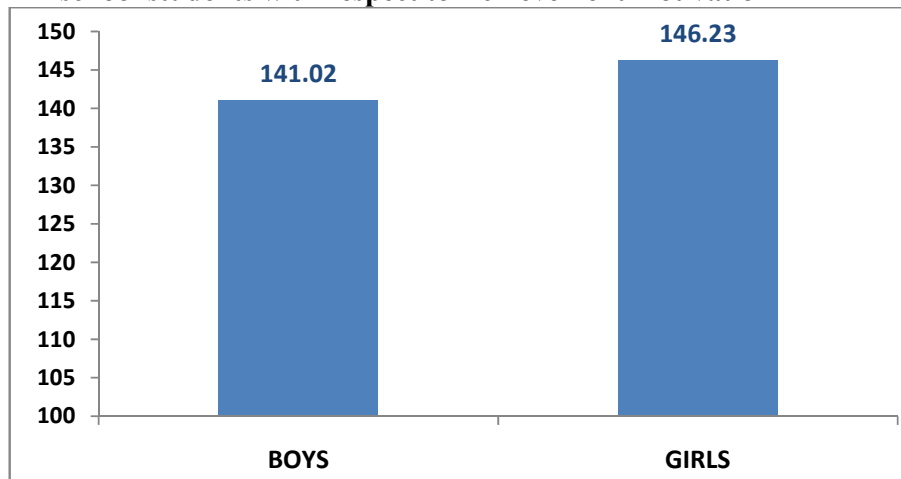| Sl. No.	Variable	No. of Students	df (n-2)	r-value	p-value	Level of Significance
1.	Academic achievement	200	198			
2.	Achievement motivation	200	198	0.460	0.000	0.01

The above table shows that the obtained r (r=0.460, Table -1), value is greater than the table value at 0.01 level and hence the null hypothesis may not be accepted. The rejection of the null hypothesis shows that there is a significant correlation between academic achievement and achievement motivation of secondary school socially disadvantaged students of Panchkula.

- The second objective of the study was to find out the significant difference in the mean scores of Achievement motivation of secondary school socially disadvantaged boys and girls of Panchkula. To test this objective the hypothesis "There is no significant difference in the mean scores of achievement motivation of secondary school socially disadvantaged boys and girls of Panchkula" was made.

Table-2 : Result of Mean, SD, t-value of boys and girls socially disadvantaged secondary school students with respect to achievement motivation

Sl. No.	Gender	No. of Students	Mean	S.D	S.E$_M$	t-value	p-value	Level of Significance
1.	Boys	100	141.02	21.26	2.13	2.89	0.000	0.01
2.	Girls	100	146.23	19.58	1.96			

Figure - 1 : Showing mean score of boys and girls socially deprived secondary school students with respect to Achievement motivation

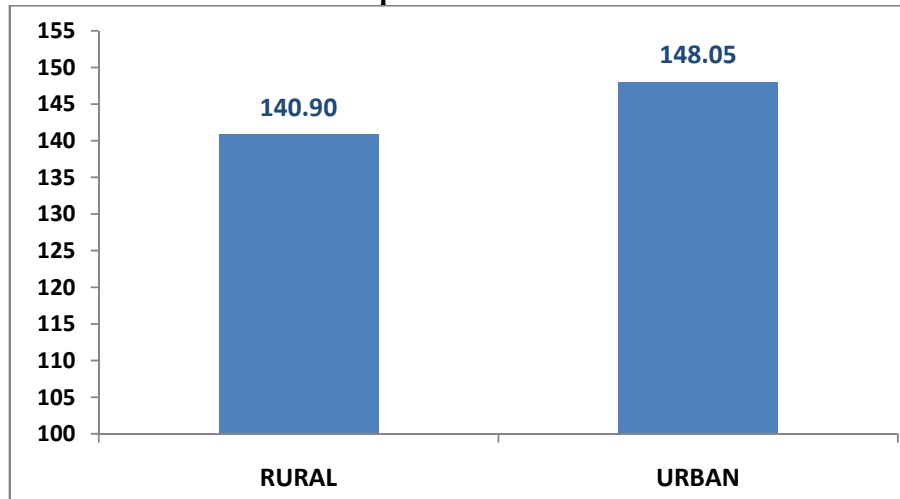The above table shows that the obtained 't' value (t=2.89) is greater than the table value at 0.01 level and hence the null hypothesis may not be accepted. The rejection of the null hypothesis shows that there is a significant difference in the mean scores of achievement motivation of secondary school socially disadvantaged boys and girls of Panchkula.

- The third objective of the study was to find out the significant difference in the mean scores of Achievement motivation of secondary school socially disadvantaged urban and rural students of Panchkula. To test this objective, the hypotheses, "There is no significant difference in the mean scores of achievement motivation of urban and rural socially disadvantaged students of Panchkula" was made.

Table-3: Result of Mean, SD, t -value of urban and rural socially deprived secondary school students with respect to achievement motivation

Sl. No.	Locality	No. of Students	Mean	S.D	S.E.M.	t-value	p-value	Level of Significance
1.	Urban	100	148.05	19.30	1.93	2.88	0.000	0.01
2.	Rural	100	140.90	21.42	2.15			

Figure - 2 : Showing mean score of urban and rural socially deprived secondary school students with respect to achievement motivation

The above table shows that the obtained 't' value (t=2.88) is greater than the table value at 0.01 level and hence the null hypothesis may not be accepted. The rejection of the null hypothesis shows that there is a significant difference between urban and rural secondary school socially disadvantaged students of Panchkula with respect to their achievement motivation.

FINDINGS:

- There is a significant relationship between academic achievement and Achievement motivation of secondary school socially disadvantaged students of Panchkula.
- There is a significant difference between boys and girls of secondary school socially disadvantaged students of Panchkula with respect of their achievement motivation. Achievement motivation of Socially disadvantaged girls is greater than the socially disadvantaged boys.
- There is a significant difference between urban and rural secondary school socially disadvantaged students of Panchkula with respect to their achievement motivation. Achievement motivation of urban socially disadvantaged students is greater than the rural socially disadvantaged students.

DISCUSSION OF RESULTS:

From the above results, it has been concluded that there is a positive correlation between academic achievement and achievement motivation of socially disadvantaged secondary school students. There are various studies showing positive correlation between academic achievement and achievement motivation like studies of Chowdhury et al. (2007), Ilogu (2007), Kim et al. (2007), Sumerson et al. (2007), Tan et al. (2007), Tella (2007), Adepoju (2008), Umadevi (2009), Awan Riffat-un-Nisa et al. (2011), Bahago (2011) and Yusuf (2011). It was also proved that there is a significant difference in achievement motivation between boys and girls of secondary school socially disadvantaged students of Panchkula. The mean score of achievement motivation in case of girls is found to be more than the boys. The probable reason for this could be that girls generally have less educational opportunities due to social stigmas. So they have an inherent desire to prove that they are equally competent in studies as compared to boys. In case of boys things are bit easy due to

more opportunities provided by the family. Further it was proved that there is a significant difference between urban and rural secondary school socially disadvantaged students of Panchkula. The urban students are more achievement motivated as compared to rural students. The probable reason for this could be that the urban students are exposed to modern educational technology, more educational opportunities and modern trends in the educational set up.

EDUCATIONAL IMPLICATIONS:

From the present study it has been found that achievement has a perfect positive relationship with academic achievement. So in order to raise the academic achievement of the students it is essential to develop their achievement motivation. The teacher and the parents should set high goals before the students so that they should try to achieve them and they should develop the tendency to achieve more and more. Not only the whole responsibility goes to the school and teachers for promoting achievement motivation but also the home, parents, elders, neighbours share a lot. Parents should also give the answers to each of the questions of their children with a great patience. Parents should have affectionate behaviour. They should listen and understand all the queries, problems and needs of their children and should try to solve them. They should encourage the children to meet each and every problem of their life. The attitude of the people attached with the resistance of girls education, caste system, preconceived ideas about the quantity and quality of education often cause to reduce the achievement motivation in students. So care must be taken to free the society from these prejudices and biases. There must be a close relationship between teachers and students because when the students like a teacher they experience motivational and achievement benefits (Montalvo, Mansfield, and Miller, 2007).

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