

Achievement Motivation of SC students vis-a-vis Gender, Residence and Different Academic Majors

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Abstract

Achievement motivation is considered as a prerequisite for academic success. The present study was carried out with the objectives to investigate the gender related differences, residence related differences and academic majors related differences on achievement motivation among scheduled caste higher secondary students. The study was carried on 565 scheduled caste students of various colleges from Allahabad District. The sample comprised of 210 Arts (37.2%), 41 Commerce (7.3%) and 314 Science (55.6 %) scheduled caste students of XI class wherein total of 336 male (59.5%) & 229 female (40.5%) and 286 urban (50.6%) & 279 rural (49.4%). To measure the Achievement Motivation, the Achievement Motivation Inventory was used. t- Test was used for deriving the results. Significant difference was found between the achievement motivation of science & arts and science & commerce stream students. Achievement Motivation of male & female and rural & urban students was found not significant. The differences indicate significant role of academic majors in achievement motivation of students and gender & residence of students does not play the significant role.

KEYWORDS: achievement motivation, scheduled caste, gender, residence and academic majors

Introduction:

India is a multi-faceted society, which has survived and lived for twenty-one millennia, because of and in spite of, a value system based on separation and ladder, classically and culturally & ideologically manifested in the structure of caste feudal patriarchy, the post freedom constitutional dedication to social equality and social justice make a breaking point in its historical progression. Post independence, the Indian constitution conferred special attention and rights to the deprived section of the Indian society, who were ignorant of the benefits. Scheduled Caste is the one of deprived class of Indian society.

At present, the educational status of the scheduled castes is in a weak position. They have assistance in the form of reservation of seats in educational institutes, scholarships, dress, books hostel facilities etc. Those who are able to exploit the advantages are better placed than their higher caste counterparts are. However, the educational outcome of this section of the society is not up to the expected level, in spite of a number of provisions and facilities. This poses a question that needs to be answered objectively.

A study of existing research literature reveals that aspiration, SES, awareness, self-esteem, family environment, school environment, parental encouragement, study habit, anxiety, intelligence, motivation etc. are few factors that are responsible for the level of education and academic achievement of a student. These variables in turn depend on motivation, because motivation forms the fundamental base of all kind of achievement. Motivation may appear to be the complex set of variables, but in each

case, it becomes a key to understand the interaction among the stimulus situation in the physical and social environment, individual potential and the actual outcomes. Motivation is defined as the force that accounts for the arousal, selection, direction, and continuation of behavior in a desired way. Motivation means the desire and willingness to do something. It is a drive that compels an individual to act towards the attainment of some goal that's why motivation is known as fundamental key to all kind of achievement. The motivation continuum discussed different types or classifications of motivation. Achievement motivation is one of them in the form or types of motivation. Achievement motivation can be understood by examining the meanings of "achievement" and "motivation" separately. Achievement typically stresses the importance of accomplishment and attainment with effort involved (**Mandel & Marcus, 1988**) and accomplishment or proficiency in a given skill or body of knowledge. Motivation relates to an individual's reason for engaging in an activity, the degree to which an individual pursues the activity, and the persistence of the individual (**Graham & Weiner, 1996**).

The Achievement motivation theory relates personal characteristics of individual and background to a need for achievement and the associated competitive drive to meet standards of excellence. According to theoretical researches by **Murray (1938)**, **McClelland, Atkinson, Clark, and Lowel (1953)**, and **McClelland (1961)**, achievement motivation or need for achievement is influenced by a combination of internal factors including personal drives and external, environmental, or situational factors including expectations and pressures of relevant needs of individual and society.

The probability of success also has bearing on an individual's level of achievement motivation. Whenever, there is an easy or simple task an individual may not need to put much effort to accomplish it but whenever a difficult task arise, the individual will have to put in too much effort for it. A moderate level of difficult task seems to be preferred by individuals with high level of achievement motivation. The perception of an individual about the outcome also affects their achievement motivation. If the outcome of a task is not viewed as important, little or no effort may be finished in attempting the task (**Atkinson and Feather, 1966**).

McClelland (1961) has first considered how culture affects achievement motivation of the individuals. A significant aspect of culture (**Maehr, 1974**) is the patterns of norms that guide family behavior and child rearing practices and in general, establish the early learning experiences that the child will have. These learning experiences, according to **McClelland**, create enduring personality patterns that persist through adulthood and determine achievement motivation (**Bar-Tal & Saxe, 1978**). By encouraging independence, challenge seeking and delay of gratification through exhortation, modeling or selective reinforcement, the parent not only establishes appropriate habit patterns but also, most importantly, creates an effective response that causes the child to approach or avoid achievement situations.

RATIONALE OF THE STUDY:

The undisputed adage "Education is the fourth necessity for humans after food, clothing and shelter" acquires new significance, in today's competitive world particularly in an overpopulated country like ours. Therefore, the government is paying serious attention towards their education because their breakdown in school takes a serious loss in terms of human assets. For this reason, the school can formulate a direct and vitally important input by raising the standard of achievement of students and reducing their academic wastage. Thus, there is a need to channelize their

energies to achieve the goal of education. With due recognition to individual differences in ability, capability, aspiration, interest aptitude etc., it is evident that all children especially SC children are not capable of reaching the same educational standard although all of them are quite capable of being improved upon.

Adolescent girls and boys do not achieve identically in secondary schools, even though there are no significant differences in intelligence. The reason may be that girls and boys value achievement in different areas. Girls tend to see their achievement in terms of interpersonal competencies and skills, while boys look for achievement in the more objective, academic- oriented areas. Research examining gender differences in achievement motivation has yielded inconsistent findings. Some researchers have found that constructs related to achievement motivation differ significantly between males and females (e.g., **Linenbrink & Pintrich, 2002; Wigfield & Eccles, 2002**), while others have found no differences between males and females on constructs related to achievement motivation (e.g., **Ligon, 2006**). Gender differences in achievement motivation have been studied widely (**Meece, Glienke, & Burg, 2006**). **Nagarathanamma and Rao (2007)** designed a study to see the difference between adolescent boys and girls on achievement motivation. **Adsul, R.K. & Kamble, V. (2008)** and **Kaushik and Rani (2005)** also confirmed the findings that there was no significant gender difference on achievement motivation in students of four educational streams. Researchers have studied whether these gender differences in motivation can predict gender differences in academic achievement (e.g., **Steinmayr & Spinath, 2008**). Personality and motivation play important roles in explaining gender differences in school attainment (**Steinmayr and Spinath, 2008**).

In the studies of educational research that have mentioned locality of student, much influences on psycho – social abilities and educational outcomes of learner. In reference of achievement motivation, **Mehta (1969)** reported that location of school appears to produce no significant difference in the achievement motivation level of children. Both urban and rural children showed nearly the same achievement motivation i.e., a mean achievement motivation scores. **Ahuwalia (1985)**, which shows that rural-urban residence area of student, had no effect on achievement motivation. However, **Gokulnathan (1972)** who found that rural children were superior on achievement motivation than urban children has reported contrary findings. Similarly, **Moula J.M. (2012)** also showed that the academic achievement motivation of the urban pupils was significantly higher than that of the rural pupils. **Gawande, (1988)** in his study on Higher Secondary students reported that the correlation between achievement motivation and scholastic achievement of urban students was at a higher level than that of rural students.

In general, individuals have a tendency to rate their abilities in term of success and they compare their abilities across different academic major areas and to other individuals. Research studies have shown that the choice of academic majors depends on students' interest, peer influence, family pressure, job opportunity, ability, academic major's reputation, achievement motivation and others. Theoretical models of achievement motivation relate this topic to future student success, learning outcomes, student choices, and student desire to engage in a behavior (**Deci, Vallerand, Pelletier, & Ryan, 1991**). **Upadhyay and Tiwari, (2009)** reported that student's choice of academic major has its relation with their level of achievement motivation. There are several reports that show students select their academic majors based on some factors such as personality type, self-esteem and expectation (**Pike, 2006a; Pullmann & Allik, 2008**).

Therefore, the present study was designed to study the achievement motivation of SC higher secondary students vis-a-vis gender, residence and academic majors.

OBJECTIVES:

The present study was carried out with the following objectives:

- To compare the achievement motivation of higher secondary SC students with respect to gender.
- To compare the achievement motivation of higher secondary SC students with respect to residential area.
- To compare the achievement motivation of higher secondary SC students with respect to academic majors.

HYPOTHESES:

Based upon the above mention objectives, the following hypotheses were formulated:

H₀₁ There is no significant difference in the level of achievement motivation of male and female higher secondary SC students.

H₀₂ There is no significant difference in the level of achievement motivation of higher secondary SC students belonging to urban and rural residential areas.

H₀₃ There is no significant difference in the level of achievement motivation of higher secondary SC students belonging to Science and Commerce stream.

H₀₄ There is no significant difference in the level of achievement motivation of higher secondary SC students belonging to Science and Arts stream.

H₀₅ There is no significant difference in the level of achievement motivation of higher secondary SC students belonging to Arts and Commerce stream.

DESIGN OF THE STUDY:

In the present study, descriptive method was employed. A self made achievement motivation inventory was constructed and administrated on higher secondary SC students.

POPULATION:

Adolescent students of SC group studying 11th class in various government and government added schools located at Allahabad district of Uttar Pradesh constituted the target population for the study.

SAMPLE:

565 scheduled caste students of Allahabad District were selected by the cluster sampling from the target population constituted the sample for the present investigation. Art, Science and Commerce stream students were selected in the sample. The sample comprised of 210 Arts (37.2%), 41 Commerce (7.3%) and 314 Science (55.6 %) scheduled caste students of XI class wherein total of 336 male (59.5%) & 229 female (40.5%) and 286 urban (50.6%) & 279 rural (49.4%) students were taken in the sample.

TOOL USED:

To measure the level of achievement motivation of higher secondary SC students, investigator was employed self made Achievement Motivation Inventory. The test-retest reliability of the inventory after three months was found to be 79 and the coefficient of Cronbach alpha reliability was found 77.

STATISTICAL TECHNIQUES USED:

For the analysis of the obtained scores, Mean, SD, t-test were statistical techniques employed for data analysis.

ANALYSIS AND INTERPRETATION OF RESULTS:

The first objective of the study was to compare the achievement motivation with respect to gender of higher secondary SC students. Table-1 presents mean, S.D. and t-values of achievement motivation with respect to gender.

Table-1

‘t’ Value for Means of Achievement Motivation of With Respect To Gender

	Gender of Student	N	Mean	Std. Deviation	df	t-value	Level of Significance at .05
Achievement Motivation	Male	336	24.8304	4.52368	563	1.580	NS
	Female	229	24.1834	5.12831			

The table reveals that there is no significant difference between mean scores of achievement motivation of male and female ($t = 1.580$) SC students of Allahabad district at the .05 level of significance. Hence, the related null hypothesis is “**H₀₁ there is no significant difference in the level of achievement motivation of male and female higher secondary SC students**” stands accepted. The probable reason behind this may be that the male and female students with high career maturity are equally motivated due to the desire to excel. Thus, they both work hard in field of academic and are serious towards their studies. The result of the present study is supported by the study of **Sahoo and Panda (1982)**, **Kaushik and Rani (2005)**, **Ligon, N. Y. (2006)**, **Nagarathanamma & Rao (2007)** and **Muola J. M. (2012)**. These investigators also founded similar results on achievement motivation with respect to gender.

Table-2

Comparison of Achievement Motivation of SC students of Higher Secondary with respect to Residence

	Residence Area	N	Mean	Std. Deviation	df	t-value	Level of Significance at .05
Achievement Motivation	Urban	286	24.5559	4.83213	563	.061	NS
	Rural	279	24.5806	4.74301			

Table 2 reveals that there is no significant difference between mean scores of achievement motivation of urban and rural ($t = .061$) SC students of Allahabad District at .05 level of Significance. Hence, the related null hypothesis is “**H₀₂: There is no significant difference in the level of mean score of achievement motivation of higher secondary SC students belonging to urban and rural residential areas.**” stands accepted. The results of the present study show that rural / urban upbringing of students does not affect the achievement motivation, though the mean achievement motivation score of students brought up in rural residential areas was slightly higher than those brought up in urban areas were. This may be attributed to the fact that adolescents with high achievement motivation belonging to urban and rural areas both are competitive with a standard of excellence and the requirement of upliftment of

their status. Therefore, they work for the fulfillment of personal and family goals and exhibit better academic achievement. The result of the present study was supported by Mehta (1969) and Ahuwalia (1985).

Comparison of Achievement Motivation of SC students of Higher Secondary level belonging to different academic majors

Table -3

Mean difference of scores of Achievement Motivation among Art, Commerce and Science stream Students

Subject of Reading	N	Mean	SD	df	t-value
Science	314	25.4236	4.68519	353	2.769**
Commerce	41	23.2927	4.21452		
Science	314	25.4236	4.68519	522	4.472**
Arts	210	23.5381	4.79643		
Arts	210	23.5381	4.79643	249	0.305
Commerce	41	23.2927	4.21452		

** Significant at .01 level.

Table 3 reveals that the mean and SD of achievement motivation scores of Science students is 25.4236 and 4.68519 whereas the mean and SD of Commerce students is 23.2927 and 4.21452 respectively. The t value '2.769' indicates that Science and Commerce stream SC students differ significantly on achievement motivation. Science stream students have significantly higher achievement motivation compared to commerce stream students. The mean score of achievement motivation of students belonging to the Science stream was the highest and that of the Commerce stream was found to be the lowest. Therefore, the null hypothesis H_{03} **There is no significant difference in the level of achievement motivation of higher secondary SC students belonging to Science and Commerce stream** stands rejected. When the mean scores of Achievement Motivation of Science and Arts stream students was compared, the mean and SD of science students was 25.4236 and 4.68519 whereas the mean and SD of arts students was 23.5381 and 4.79643. The 't' value was found to be '4.472' that is significant at the 0.01 level of significance. Therefore, the related null hypothesis H_{04} **There is no significant difference in the level of achievement motivation of higher secondary SC students belonging to Science and Arts stream** stand rejected. That finding inferred that Science stream students have significantly higher achievement motivation compared to Arts stream students. The mean and SD of arts students was 23.5381 and 4.79643 whereas the mean and SD of commerce students was 23.2927 and 4.21452 respectively. The 't' value, **0.305** indicates that arts and commerce stream SC students not significantly different in achievement motivation. Therefore, the related null hypothesis H_{05} **There is no significant difference in the level of achievement motivation of higher secondary SC students belonging to Arts and Commerce stream** stand accepted.

Result of the present study indicate significance difference between the achievement motivation of Science & Commerce, Science & Arts stream students and 'not significant' difference between the Arts & Commerce stream students. Present research finding also shows significantly higher achievement motivation among Science stream students compared to Arts and Commerce students. This may be because science stream students tend to view themselves as actually achieving and

having good attitudes toward studies. On the other hand, arts and commerce students are more susceptible to underachieving and less likely to perceive achievement in general as being valued. **Upadhyay and Tiwari (2009), Liu & Zhu (2009) and Shekhar, C. & Devi R. (2012)** also reported similar findings.

EDUCATIONAL IMPLICATIONS:

The study exposes that SC higher secondary students have same level of achievement motivation in reference to their gender and residence. Parents and teachers should make their children and students aware regarding the fact that gender and residence do not determine their career development and opportunities. The stakeholders should lay emphasis on academic majors' choice based on their capacities and capabilities. The stakeholders should give proper information to students about each academic major that provide good career opportunities. Students belonging to arts and commerce streams need to be given career counseling and orientation. Efforts should be made to make them more attentive for their studies. Government of India needs to pay serious attention towards SC students for their educational development and career enhancement.

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