



The Effects of Parental Socio-Economic Status on Achievement Motivation of Secondary School Students on the Basis of Demographic Parameters

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ABSTRACT

Home is the first school and school is the second home. The responsibility of training a child always lies in the hand of the parents. It is right to imagine that parental socio- economic background can have possible effects on the motivation and academic achievement of children in the school. Hence the present study was undertaken to learn the relationship between Socio Economic Status of Parents and Achievement motivation of secondary school students. The Sample for the investigation comprises 1101 students of 13 C B S E Schools of 6 districts of Uttar Pradesh, with in the age range of 14 to 17. Achievement Motivation test constructed by Dr. V.P Bhargava (1984) was administered to the selected sample to assess their academic achievement motivation. Descriptive statistic tools were used to analyze collected data. Various comparisons were made to analyze significant effect of Achievement motivation by applying ANOVA using SPSS

KEYWORDS : Achievement Motivation, Parents and Adolescence and Socio Economic Status

Achievement Motivation:

Achievement motivation is the comparison of performances with others and against certain standard activities. It is the drive to work with diligence and vitality, to constantly steer toward targets, to obtain dominance in challenging difficult tasks and create sense of achievement as a result. Gesinde (2000) posits that the urge to achieve varies from one individual to the other, while for some individuals need for achievement is very high whereas for others it may be very low. It is obvious that students who are not motivated directly effects academic achievement; all other factors affect achievement only through their effect on motivation. A great deal of research has found that students high in achievement motivation are more likely to have increased levels of academic achievement and have lower dropout rates. Achievement motivation is a subjective and internal psychological drive, enabling individuals to pursue work they perceive to be valuable and prompting them to reach their goals.

Parents and Adolescence:

Adolescence describes the age between 13 and 19 years and can be considered the transitional stage from childhood to adulthood. Adolescence can be the time of both disorientation and discovery.

The period of adolescence is mostly closely associated with the teenage years although its physical, psychological and cultural expression can begin earlier and later. Psychological development during adolescence is often accompanied by new stresses, behavioural changes and relationship problems. Parental involvement in the lives of their adolescent children can help young

people to learn how to cope with stresses and maintain physical and mental health.

Adolescent's achievement motivation has direct influence on their successful career. Parental involvement has positive influence on students' achievements motivation which is so intuitively appealing that society in general and education in particular have considered parental involvement as important ingredient for the remedy of many problems in education of adolescents.

Socio- Economic Status:

Every factor affecting students' education is worthy to be studied but the most important one is parental socio-economic status. Motivational strategies depend on the families and socio- economic status of students.(Nobert S J)The notion of status or class in society usually refers to an individual's general standing in a hierarchy of positions. This hierarchy is believed to have two dimensions: a productive dimension and a consumptive dimension. The former involves the de-

gree to which an individual possesses wealth, knowledge and power. It is most commonly represented by an individual's income, education and occupation. The consumptive dimension of social class involves the expression of a particular style of life and is measured by how a person spends his money, whether his children are educated, and what values he posses.(Gottfried A.E et al).

The socio-economic status is characterized by the economic, social and physical environment in which individuals live and work, as well as demographic and genetic factors. In the well-known example of **socio-economic class** many scholars view societies as stratifying into a hierarchical system based on economic status, wealth or income.(Ogunsala Flemi et al)

Poor Academic Achievement has been found to be associated with low socio-Economic status (Biswal 1992, Ganguli 1980, B N Panda 1991). In this study Socio Economic status includes indications like monthly income and caste. However the monthly income of the family automatically refers to the education and occupation or employment of parents.

Sample – The present study was conducted on a sample of 1101 students of CBSE schools of Uttar Pradesh. The sample consists of students studying in X and XI standards having an age range of 15-16 years.

Research Tools-

- (1) Achievement Motive Test (ACMT)
- (2) Personal databank (Prepared by the investigator).

Procedure of the study: The investigator personally visited the selected schools. Personal Databank prepared by the Investigator was attached to the Achievement Motive Test copy as it was made available to each subject and was asked to fill in the personal databank before answering the test.

3. **Techniques of Analysis:** Techniques of analysis for the present investigation includes techniques for collection of data, scoring, interpretation of scores in relation to the objectives and hypothesis formulated.

Collection of data in regard to the predicting variable was done through the administration of Achievement Motivation scale of Dr. V.P. Bhargava,(1984) based on sentence Completion Method. Responses were collected in independent answer sheets. For scoring, followed the procedure mentioned in the test manual.

Statistical Techniques to be used:

Scoring

Analysis of variance

(ANOVA)

Demographic Characteristics:

Table: 1 Income and Caste:

Category	Particulars	Frequency	Percent
Income	10,000 – 30,000	445	40.4
	30,000 – 50,000	337	30.6
	50,000 – 80,000	213	19.4
	80,000 above	106	9.6
Total		1101	100
Caste	General	569	51.7
	OBC	231	21.0
	SC/ST	30	2.7
	Others	271	24.6
Total		1101	100

Objective:1; To find out the parental economic status (income) on the achievement motivation of Secondary School students.

HYPOTHESIS-1 states that 'There will be significant effect of Parental economic status (income) on the Achievement Motivation of secondary school students'.

Table-2: ANOVA on the basis of Parental income and achievement motivation scores.

Parental income	N	Mean	S. D.	F	Sig.
10,000-30,000	445	18.32	4.62	45.19	.000***
30,000-50,000	337	21.24	5.22		
50,000-80,000	213	22.0798	5.42950		
80,000-above	106	22.90	5.14		
Total	1101	20.38	5.32		

*P<.05, **P<.01, ***P<.001

Table 2 –The findings of the Table

no. 2 presents the Analysis of Variance on the basis of achievement motivation and parental income. The findings show that for parental income and achievement motivation the F value is 45.19, which is significant at 0.05 level, which indicates that parental income is significantly affecting the achievement motivation of secondary school students.

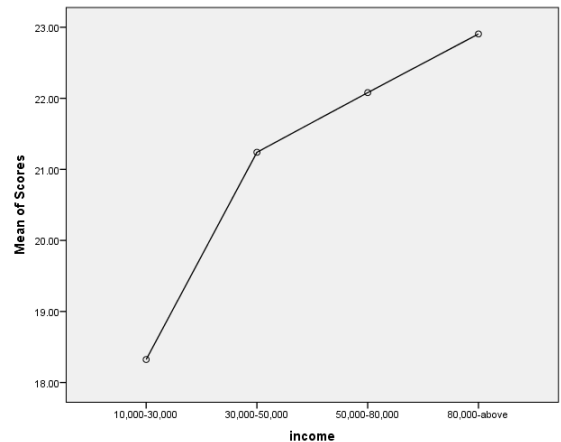
Therefore the hypothesis 'There will be significant effect of Parental economic status (income) on the motivation and performance of secondary school students' is accepted. This implies that there is significant influence of the economic status (income) of the parents on the achievement motivation of secondary students.

The study reveals that those families whose total income is 80,000 and above has the highest mean of motivation score (22.9). This finding is in agreement with the findings of the studies conducted by Battin – Pearson et al. (2000), Block and Saris (2000) Erikson and Jones (1996), Hanes 2008 etc. which is mentioned in the study by Safdar Rehman Ghazi et al. They all came up with the same slogan "the higher level of SES is the best indicator towards the quality of students achievement motivation which will surely result in a better academic performance.

Poverty of parents and lack of money to fulfil the legitimate needs of children leads directly to certain kinds of frustrations. (S. S Chauhan). It was concluded that the level of family income is a strong predictor of children's success in the Educational system.

Figure 4 : 11 Graphical representation of the family income and its effect

on the motivation scores of respondents.



The mean of motivation scores are marked on the Y axis and income on the basis of different groups are given on the X axis. The graphical representation confirm that achievement motivation is related to Economic status and higher the Economic status greater the achievement motivation, which will automatically lead to better academic performance.

Objective:2. To find out the effect of Caste on the Achievement motivation of Secondary School Students.

HYPOTHESIS -2: There will be significant impact of caste on Achievement of secondary school students.

Table -3 - ANOVA on the basis of caste and achievement motivation scores.

	N	Mean	SD	F	Sig
General	569	20.51	5.27	.96	.411
OBC	231	19.99	4.82		
SC/ST	30	19.40	5.59		
Others	271	20.56	5.78		
Total	1101	20.38	5.32		

*P<.05, **P<.01, ***P<.001

Above descriptive statistics table shows Mean and SD of General, OB C,SC/ST and Others. The findings of the Table no. 4:11 presents the Analysis of Variance on the basis of achievement motivation and caste. The findings show that for caste and achievement motivation, the F value is 0.96.

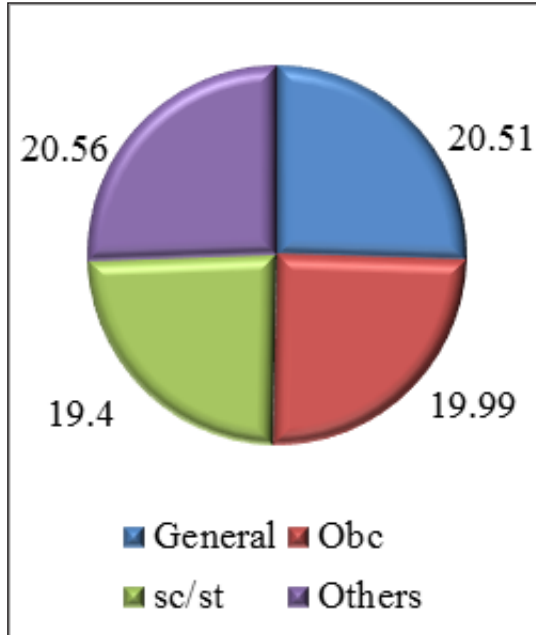
On the basis of analysis it has been found that Critical alpha level is greater than the probability of the static value; 3.78> 0.96. Thus the result of the statistical test reject the Hypothesis. This shows that caste has no significant impact on achievement motivation and academic performance of secondary school students.

In the traditionally Hindu Society everyone has an explicitly defined social role. With the advent of modern education, urbanisation and new technologies there has been a massive occupational mobility from the traditionally hateful occupations to the newly created respectable white-collar positions. Motivation for change is an important factors for altering behaviour pattern and a person is more likely to adjust to the change. In the present study the SC and ST, though they are few in number (30/1101, - 2.7%) they do not exhibit any significant difference over other caste categories regarding Achievement Motivation Scores.

Although social class is the strongest predictor of educational achievement, it intersects in complex ways with other factors namely,

gender, ethnicity, parents income, education and occupation etc.

Figure 4 : 12 Pie Chart showing the Mean of different Castes.



The above Pie chart shows that caste has no significant impact on achievement motivation of secondary school students.

Considering the cultural background of the children hailing from backward caste there is likely to be an impact on their performance. However when this cultural background is elevated or changed due to the financial and educational upliftment of their parents, that significant impact doesn't exist. Present study supports this view.

Rothman (2004) observed that the most important factors associated with the educational achievement of children are not race and ethnicity but parental educational levels, parental occupational status etc.

Recommendations:

Many parents may not be aware of the influence of various home environmental factors on the academic achievement motivation of their children. It is recommended that, teachers, educationists and leaders should try to create awareness in parents on the importance of the home environment on academic achievement motivation which can improve the children's performance.

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