Research Paper Psychology

A Study of 'Educational Achievement Motivation' Among Children of Joint and Divided Family

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ABSTRACT

Present report represents a study of 'Educational achievement motivation' among government and non-government employees. Here we have chosen government and Non-government employee. 'Educational achievement motivation' measurement was carried out by using scale developed by Dr. Aswin Jansari (2007-08). We have studied 'Educational achievement motivation' by taking three independent variables using F-Anova test with 2x2x2 factorial design.

KEYWORDS Educational achievement motivation; F-Anova test; Joint family, Divided Family

Introduction:
All human being organize their business, in that business he/she has to be emotional mature in the work value, so that she/he can grow occupational and good has life. Motivation can be defined as the "driving force behind all the actions of an individual". The influence of an individual's needs and desires both have a strong impact on the direction of their behavior. Motivation is based on your emotions and achievement-related goals, and different forms of motivation including extrinsic, intrinsic, physiological, and Educational achievement motivation. Educational achievement motivation can be defined as the need for success or the attainment of excellence. Motivation is the basic drive for all of our actions and which involves our needs, desires, and ambitions in life. Educational achievement motivation is based on reaching success and achieving all of our aspirations in life. Other than affect the way a person performs a task and represent a desire to show competence (Harackiewicz, Barron, Carter, Lehto, & Elliot, 1997). These basic physiological motivational drives affect our natural behavior in different environments. Most of our goals are incentive-based and can vary from basic hunger to the need for love and the establishment of mature sexual relationships. Our motives for achievement can range from biological needs to satisfying creative desires or realizing success in competitive ventures. Motivation is important because it affects our lives every day. All of our behaviors, actions, thoughts, and beliefs are influenced by our inner drive to succeed.

Objectives:
1. To study the internal effect of types of job on Educational achievement motivation among Employees.
2. To study the internal effect of gender on Educational achievement motivation among Employees.
3. To study the internal effect of experience (duration) on Educational achievement motivation among Employees.

Research Methodology:
1. Dr. T. R. Sharma (Patiala)

Independent Variables

A = Type of Family	A_1 = Joint family
	A_2 = Divided family
B = Area	B1 = Rural
	B2 = Urban
C = Gender	C_1 = Male
	C_2 = Female

2. Dependent Variables

Hypothesis:
Ho1 : There is no significance difference between Educational achievement motivation of children of Joint and divided family.

Ho2 : There is no significance difference between Educational achievement motivation of children from rural and urban area.

Ho3 : There is no significance difference between Educational achievement motivation of male and female.

Tools:
1. Personal information sheet
2. Educational Educational achievement motivation Scale Developed Dr. T. R. Sharma (Patiala)
3. Statistical analysis of data by F-Anova test using 2x2x2 factorial design

Sample:
The present study has been aimed to the effect of government and non- government Employees works values, Educational achievement motivation and emotional maturity. The Total sample 240, were taken for this research out of 240 as a sample of 120 male, of which 60 males are from joint and 60 are taken from divided family. Of which 30 are taken from urban and 30 are taken from rural area. Researcher has been taken same sample were selected for female group of 120.

Statistical analysis:
(Parekh and Dixit, 1995)

Table -1 Summary of the 2x2x2 analysis of variance based Educational Educational achievement motivation onwith respect to three independent variables

Sources of Variance	Sum of Square	DF	Mean sum of Square	F	Level of Significant
Types of Family (A)	5.400	1	5.400	0.38	N.S.
Area (B)	48.600	1	48.600	3.44	N.S.
Gender (C)	41.667	1	41.667	2.95	N.S.
AXB	69.350	1	69.350	5.51	N.S.
AXC	40.017	1	40.017	2.84	N.S.
BXC	4.817	1	4.817	0.34	N.S.

AXBXC	11.267	1	11.267	0.80	N.S.
Error	3280.667	232	14.238	-	-
Total	3511.183	239	-	-	-

Results and Discussion:

Ho_1: There is no significance difference between Educational achievement motivation of children of Joint and divided family.

The 'F – Value' for first set of independent variable was found 0.38 as shown in table-1. This result has no significance value. So above said hypothesis Ho_1 can be accepted because result has significant difference. Thus statistical data of table-1 clearly shown that there is no significant difference in between Educational achievement motivation of children of Joint and divided family.

Ho_2 : There is no significance difference between Educational achievement motivation of children from rural and urban area.

The 'F – Value' for first set of independent variable was found 3.44 as shown in table-1. This result has no significance value. So above said hypothesis Ho_1 can be accepted because result has no significant difference. Thus statistical data of table-1 clearly shown no significant difference in between Educational achievement motivation children from rural and urban area.

Ho_3 : There is no significance difference between Educational achievement motivation of male and female.

The 'F – Value' for first set of independent variable was found 2.95 as shown in table-1. This result has no significance value. So above said hypothesis Ho_1 can be accepted because result has no significant difference. Thus statistical data of table-1 clearly shown no significant difference in between Educational achievement motivation of male and female.

Conclusion:

Finally we can conclude this study in following three conclusions:

- There is no significant difference in between Educational achievement motivation of children of Joint and divided family.
- There is no significant difference in Educational achievement motivation of children from rural and urban area.
- There is no significant difference in between Educational achievement motivation of male and female.

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