

Study of Socio-Economic status in Relation to Academic Achievement Motivation of B.ed. Trainees

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Abstract - The Present article focused on the relationship between academic achievement motivation and socio-economic status among B.Ed. trainees in Nalanda districts of Bihar.

In this survey type of research 400 (200 male & 200 female) B.Ed. trainees have been taken as the sample by using stratified random sampling technique. The achievement motivation scale by Pratibha Deo and Asha Mohan was used to as Socio-Economic-Status the academic achievement motivation and the socio-economic status by Rajbir Singh for the Socio-Economic-Status level of the respondents.

Statistics like percentage, mean, standard deviation-value and Co-efficient of Co-rrelation have been calculated to test the hypo the Socio-Economic-Status, the results of this study indicated that the significant difference between the academic achievement motivation of male and female also the considerable gap between Socio-Economic-Status of male and female are more adjusted than male at B.Ed. level. There was also the significant difference between the mean achievement motivation score of B.Ed. trainees having the high and low achievement motivation. Furthermore, in this study high correlation was found between achievement motivation and socio-economic-status status among B.Ed. trainees. It is expected that the findings of this study would encourage and help the teacher educators, scholars, psychologists, parents and practitioners in the process of identification and proper understanding of the academic achievement along with their Socio-Economic-Status needs and problems.

Keywords: Academic, Achievement motivation, gender, Socio-Economic and B.Ed. trainees.

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INTRODUCTION

Education trains children in a systematic way towards the goal. Education is therefore, a planned system which is achievement oriented. It deliberately trains the child to give desirable body of knowledge to make him an effective and productive member of society.

Education is the transmission of knowledge, skills, and character traits and manifests in various forms.

Education is the creation of a sound mind in a sound body, education is not preparation for life, education is life itself.

Education of man commences at this birth before he can speak, before he can understand he is already instructed, Experience is the forerunner of precept (Rousseau,1761).

Academic achievement motivation Academic achievement motivation is related with the aim of establishing in society as a productive member. Now the age is the competitive age.

In every walk of life, student can face with different types of competitions. To take admission into an institution also they face in competition. So, good academic performance is now an essential matter of student life, for this act mental pressure is increase in student life due to increase the competitions in the field of education. There are various causes of Socio-Economic-Status behind the academic performance. Some of these are positive and negative factors which are affected the students in his academic performance. Physical and mental fitness of a student is the most important factors for Academic achievement motivation. In present days mental stress is increase day by day among the students. So, happiness through the joyful learning is decrease.

Some achievement motivation and Socio-Economic-Status influence the current teaching -learning process. Although there have been many studies related to these variables, still there is a need for research in this field. Since it is essential for the advancements of the nation at present, it is necessary to upgrade the Academic achievement

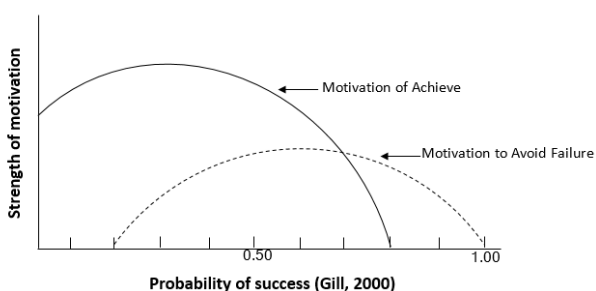
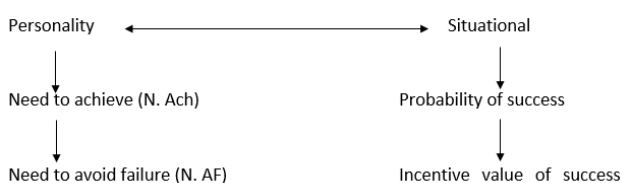
motivation of the B.Ed. trainees. They should be providing with stress and anxiety-free environment, as well as proper measures for the development of Academic achievement motivation. From which they can establish with the socio-economic-status of family and contribute to the advancement of the country. The basis of the performance, progress, prosperity and strength of any state or country is broadly based on technical and vocational education, in which achievement motivation is an outstanding contribution. There has been considerable work on this subject since the mid – 20th century, but even today there is the difference of opinion on the concept of academic achievement motivation by various psychologists and educationists, although many research papers, articles and journals have been published on these subjects, still many psychologists and researchers were not satisfied to the pitcher of knowledge of achievement motivation which is available. So, achievement motivation is the favorites research topic among the researchers.

Achievement motivation is a measurement of what drives us to succeed or hang back or play safe. achievement motivation refers to a person’s desire to accomplish something difficult. This motivation is also a very strong protective factor against mental illness of socio-economic-status.

Achievement motivation is a person’s orientation to strike for task success, persist in the face of failure and experience pride in accomplishment (Gill, 2000).

Atkinsons personality components of Achievement motivation

There are two parts to this approach:



Atkinsons modification of achievement theory says that the tendency to engage in any particular achievement-oriented behaviors depends on the probability of success and the incentive value of success, as well as need for achievement (Atkinson,)

SOCIO-ECONOMIC STATUS

Socio-economic-status has a significant influence on career choice factors such as family members, parents’ education parents’ occupation and parents’ monthly income play a role in shaping students career decisions. Higher socio-economic status, including higher family income and parental education, tends to have a positive impact on career choices. Additionally, societal perceptions, social status and prestige associated with certain professions can influences career choices, particularly among the upper middle class. Socio-economic conditions also affect personal development through biological, social a material mechanism. overall, socio-economic-status factors have a significant impact on the professional orientations and employment out comes of individuals.

REVIEW OF RELATED LITERATURE

Review of previous literature related with same area helps researcher to find out the way and areas where still the work is not done. It helps researcher to find out the current knowledge in the field of his study. Review of literature helps the researcher to understanding the problem, method and techniques, importance and area of the study.

STUDY RELATED TO ACADEMIC ACHIEVEMENT MOTIVATION:

- Chen (2019)- Academic achievement motivation and socio-economic status as the extent to which individuals differ in their need to strive to attain rewards, such as physical satisfaction, praise from others and feelings of personal mastery.
- Agola (2017)- Academic achievement motivation is the most important contribution to the students’ academic success. Socio-economic status as on academic engagement, refers to “Cognitive emotional and behavioural indicators of student investment in and attachment to education”.

Review of Related Literature.

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Study Related to Socio -Economic Status

- Chauhan Ajay (2018) studied on “An achievement of socio-economic status and academic achievement motivation of secondary school students”. They found the

scores of male students on achievement socio-economic status was significantly higher than female students, Urban students on achievement socio-economic status inventory was significantly higher than rural students' achievement socio-economic status score of reserved students found to be higher as composed to the non-reserved students.

- Kumar Amit (2018) Academic achievement motivation of secondary students his study reveals that Girls students of private schools had high Academic achievement motivation at senior secondary level.
- Khanna (2017) study of Academic achievement motivation of B.Ed. trainees in relation to their Socio-Economic status. It was found that there is a significant difference in academic achievement of B.Ed. trainees on the basis of the levels of achievement of socio-economic status.
- Santha Kumari V.R. (2016) Achievement of socio-economic status study habits and academic achievement of students the senior secondary level" and found that a significant difference in the achievement of socio-economic status study habits and academic achievement motivation of student's indifferent categories of schools.
- Bansal and Pahwa (2016) Examined the influence of school related hardiness and achievement socio-economic status on academic achievement of secondary school students of Chandigarh. There was significant relationship found between academic achievement and achievement of socio-economic status.
- Xin Chen (2018) studied on Academic achievement motivation and found high levels of academic pressure associated with mental health problems.
- Raj (2016) investigated on "Academic achievement motivation among school going students in relation to their social intelligence". It was found significant correlation between Academic achievement motivation and social intelligence coming from rural and urban students.
- Sharma and Kuar (2014) conducted a study on gender differences in procrastination and Academic achievement motivation among adolescents. More Academic achievement motivation as compassed to non-procrastinators. Further it was noted that gender differences were not found to be significant in case of procrastination however, girls scored significantly higher on fear of failure as a casual factor to procrastination than boys.

- Ayyub (2015) conducted a study on the relationship of Academic achievement motivation and socio-economic status among XII standard students of Raipur city. The results of the study revealed that there is positive but low correlation between Academic achievement motivation and socio-economic status of English and Hindi medium students. There was no significant difference in the Academic achievement motivation of students of English and Hindi medium schools, whereas significant difference was noted with regards to gender in both types of schools.
- Prabhu (2014) conducted a study on Academic achievement motivation among higher secondary students. The aim of study was to find out the level of Academic achievement motivation among higher secondary students and differences between Academic achievement motivation of students with regards to various demographic variables. It was also reported that the private school students were found academically more stressed than that of the Government School Students.

Rationale of the study

Academic achievement motivation is a crucial problem of the life of a student. The education system at present has overloaded with differed type of pressures coming from tough curriculum, examination stress etc. Students' problems get increased day by day. As a result of which Academic achievement motivation suppresses the student's happiness.

A lot of research has been done on Academic achievement motivation (Sharma and Kaur, 2014; Khan and Ayyub, 2015) and on Academic achievement motivation (Khanna, 2017; Chauhan Ajay, 2018; Herman 2000; McClelland, 1961; Bansal and Pahwa, 2016 and Kumar Amit, 2018 relating various factors in India and abroad.

Objectives of the study

The present study has the following objectives:

1. To find the relationship between Academic achievement motivation and Socio-economic status.
2. To find the level of Academic achievement motivation and achievement of socio-economic status of B.Ed. trainees.
3. To assess the Academic achievement motivation among male and female B.Ed. trainees.
4. To assess the Academic achievement motivation among male and female B.Ed. trainees.

5. To compare the Academic achievement motivation and achievement of socio-economic status among male and female B.Ed. trainees.

Hypotheses of the study. The following hypothesis will be formulated the following hypotheses.

- H1. There is a significant relationship between Academic achievement motivation and socio-economic status.
- H2. There is a significant relationship between Academic achievement motivation and achievement of socio-economic status of B.Ed. trainees.
- H3. There is no significant relationship Academic achievement motivation among male and female B.Ed. trainees.
- H4. There is no significant relationship Academic achievement motivation among male and female B.Ed. trainees.
- H5. There is no significant relationship between Academic achievement motivation and achievement of socio-economic status among male and female B.Ed. trainees.

Delimitations:

The study is restricted to only 400, 200 boys and 200 girls of age group 20-25 years only from different B.Ed. colleges of Nalanda district only.

Methodology

Method: Descriptive survey method was used to conduct the present study.

Population: All the B.Ed. trainees of Nalanda districts.

Sample: The investigator used stratified random sampling techniques for selecting the sample. The sample consist of 400 B.Ed. trainees is Nalanda districts.

Tools to be used

The investigator will use the following tools the collected data.

- (a) Academic achievement motivation scale by Pratibha deo and Asha Mohan.
- (b) Socio-economic status scale by Rajbir Singh and Radhey Shyam.

Collection of Data

The primary data were collected through tools above mentioned and secondary data will be collected from the official records.

Statistical techniques used

The Data collected during survey had been organized and analyzed by the measures of analyzing data ‘t’ test and Pearson’s product were used as the statistical techniques to assess the Academic achievement motivation and Socio-economic status of male and female of B.Ed. trainees.

Analysis of data

Collected data were analyzed by the investigator through statistical methods as given below. Hypotheses were analyzed separately one by one.

H1 Table-1

Variable	N	Calculated r value	Level of significance
Socio-economic status and Academic achievement motivation	200	-0.304	Significant

From the table-1 It has evident that the coefficient of correlation between Academic achievement motivation and Socio-economic status is 0.304. So, it is significant at .05 level. First hypothesis H₁, there is a significant relationship between Academic achievement motivation and academic achievement motive in B.Ed. trainees has accepted.

H2 Table-2

Variable	N	Calculated r value	Level of significance
Academic achievement motivation and Socio-economic status	200	0.139	Signification

This table shows that the coefficient of correlation between Academic achievement motivation and achievement of socio-economic status is 0.139 level. Our second Hypothesis H₂, there is a significant relationship between Academic achievement motivation and achievement socio-economic status in B.Ed. trainees.

H3 Table-3

Variable	Gender	N	Means	SD	t value	Level of Significance
Academic achievement motivation	Male	200	66.5	9.6	1.47	No significance
	Female	200	64.5	8.12		

It is evidence from table-3 the mean score for Academic achievement motivation of male trainees (M=66.5) is higher than Female trainees (M=64.5). The calculated ‘t’ value is 1.47 which is not significant at acceptable level 0.05 of confidence. Hence, our hypothesis that. There is no significance difference between the Academic achievement motivation of Male and Female B.Ed. trainees is accepted.

H4 Table-4

Academic	Gender	N	Means	SD	t value	Level of Significance
Achievement motivation and Socio-economic status	Male	200	76.25	6.34	1.77	No significance
	Female	200	74.50	7.70		

This table shows that the mean score for Academic achievement motivation of male is higher than Female trainees (M=74.50). The calculated 't' value is 1.77 which is not significant at acceptable level 0.05 of confidence hence, our hypothesis that there is no significance difference between the achievement socio-economic status of male and female B.Ed. trainees is accepted. It means that achievement socio-economic status of Male and Female B.Ed. trainees is more or less same.

H5 Table-3

Variable	Gender	N	Means	SD	T value	Level of Significance
Academic achievement motivation and Achievement of Socio-economic status	Male	200	90.25	16.16	2.34	No significance
	Female	200	85.75	18.37		

From this table it is clear that calculated 't' value for Academic achievement motivation and achievement socio-economic status is significant at 0.05 level of significance i.e. 1.96. Therefore, concerned null hypothesis is rejected and research hypotheses i.e. "There is no significance difference between the level of Academic achievement motivation and achievement socio-economic status among male and female of B.Ed. trainees is not accepted. So, male and female trainees are difference significantly with regard to Academic achievement motivation and achievement socio-economic status.

- Findings and Discussion on the basis of analysis of data the findings are stated as below.

- There is significant relationship between Academic achievement motivation and achievement of socio-economic status in male.
- There is signification relationship between Academic achievement motivation and achievement of socio-economic status in female.
- There is no significant difference between the Academic achievement motivation of male and female of B.Ed. trainees.
- There is no significant difference between the achievement of socio-economic status of Male and Female of B.Ed. trainees.
- There is significant difference between the level of Academic achievement motivation and achievement of socio-economic status among male and female of B.Ed. trainees.

CONCLUSIONS

From analysis and interpretation of Data it may be concluded that Academic achievement motivation of male and female trainees is more or less same. There is relationship between Academic achievement motivation and Socio-economic status among the male and female B.Ed. trainees. It is also found that level of Academic achievement motivation and achievement of socio-economic status among male and female B.Ed. trainees are differ.

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