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## **A STUDY ON ACHIEVEMENT MOTIVATION AND SOCIO ECONOMIC STATUS OF COLLEGE STUDENTS IN TIRUNELVELI DISTRICT**

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### **Abstract**

The present study was conducted to know the achievement motivation and socio economic status of college students in Tirunelveli district. The investigator collected data from 320 college students in Tirunelveli district. The data thus obtained were analysed by using appropriate statistical techniques such as mean, SD, t-test, ANOVA and correlation. The obtained results showed that there exist a significant low positive correlation between achievement motivation and socio economic status of college students. There is no significant difference in the achievement motivation of college students with respect to the gender, locality of the college, locality of students' residence and type of the college. There is no significant difference in the socio economic status of college students with respect to the gender, locality of the college and locality of students' residence. There is significant difference in the socio economic status of college students with respect to the type of college. The college students are ready to take the responsibilities and eager to work in any kind of environment for their betterment in their life. We hope that our college students support our country to attain sustainable development in all the areas and for the behavioral change of individuals.

**Keywords:** Achievement Motivation; Socio Economic Status; Education.

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### **1. Introduction**

Achievement motivation is the desire to do better, to achieve unique accomplishment, to compete with standard of excellence, and to involve oneself with long-term achievement goals. In general achievement motivation is expectancy of finding satisfaction in mastery of difficult

and challenging performances but specifically in the field of education it stands for the pursuit of excellence. The basis of achievement is motive to achieve excellence. A person, who is engaged in a task on account of an achievement motive, is said to work under the spirit of achievement motivation. Achievement motivation is very essential for anyone to improve his/her performance at college. Therefore Achievement motivation is a disposition to approach success or a capacity for taking pride in accomplishment. If a person has a greater degree of achievement motivation he will have higher level of aspiration which will lead to greater achievement.

Socio economic status is a total measure of a person's work experience and of an individual's family's economic and social position in relation to others, based on income, education, and occupation. When analyzing a family's Socio economic status, the household income, learner's education and occupation are examined as well as combined income and their own attributes are assessed. Education in higher Socio economic families is typically stressed as much more important both within the household as well as the local community, in poorer areas, where food and safety are priority, education takes a backseat.

## **2. Need and Significance of the Study**

Achievement motivation is a basic to educational procedures and teaching methods. Teachers are usually concerned with what pupils do and why they do it, how they behave, and why they behave in just a way they do. This means that where are two orders of consideration, the first of behaviour and second of motivation. Literatures on education psychology tell that there is no learning without motivation. Motivation is a hypothesized process that energizes response and determines one's direction.

When a teacher asks what motivated a child's behavior, he has one or more of the three things in mind, first is some stimulations in the environment determining or causing the behavior, some person, teacher or classmate may have pressed him to learn, may have been inner urge, instinct, derive, which led to that behavior. The third is some goal or objective, which attracted him to that behavior

Achievement motivation is often found to be related with one's socio economic status of family. The family has a great influence on the personality of children. It provides him the basic feeling of security, affection and economic self-sufficiency. Socio economic status is nothing but an individual state in a society both socially and economically. It can be noted that people in urban areas or of high economic status often provide good facilities and give quality education to this children.

Socio economic status refers to educational qualification, designation, income, wealth, education and status of an individual in the society. It is a key factor of an individual in the society and in one's life. It often determines the life goals of students. So, a high socio economic individual dreams about achieving high category profession. Socio economic individuals with medium category think of profession with average increase and low socio economic status individuals may achieve for profession of low level categories.

### 3. Review of Related Literature

**Goswami (2000)** conducted a study on achievement motivation and anxiety among the children of working and non-working mothers studying in secondary colleges of shilling. Comparison of boys and girls of both working mothers and non-working mothers showed that boy of working mothers were mostly achievement oriented then all other groups. She found that there was no significant difference in anxiety among the groups but the girls of the working mothers found to the have more anxiety then the rest of the groups.

**Alam (2001)** conducted a study on academic achievement in relation to socio economic status, anxiety level and achievement motivation. A comparative study of Muslim and non-Muslim school children of Uttarpradesh. The major findings were: A significant positive relationship was between socio economic status and academic achievement. A negative relationship existed between anxiety and academic achievement, positive relationship was found between achievement motivation and academic achievement of Muslim and non-Muslim children. Both Muslim and non-Muslim children had significant inverse relationship between socio economic status and anxiety. Socio economic status went along with higher achievement motivation. The academic achievement of non-Muslim children had been found superior in comparison to their Muslim counter parts. The non-Muslim children had less anxiety in comparison to Muslim children. On the measure of achievement motivation Non-Muslim children were found to be superior to Muslim children.

**Vazalwarand Yadav (2005)** conducted a study on tracing out the relationship of reading comprehension in English with respect to anxiety, socio economic status and school environment. The finding were: A significant joint effect of anxiety with SES on reading comprehension in English, There was significant joint effect of school environment and anxiety on reading comprehension in English, There was significant joint effect of anxiety, SES and school environment or reading comprehension in English.

### 4. Objective of the Study

- 1) To find out the extend relationship between achievement motivation and socioeconomic status of college students.
- 2) To find out the level of college students in their socio economic status.
- 3) To find out whether there is any difference in the achievement motivation of college students with regard to the demographic variables like gender, locality of the college, and locality of students' residence, type of the college.
- 4) To find out whether there is any difference in the socioeconomic status of college students with regard to the demographic variables like gender, locality of the college and locality of students' residence, type of the college.

### 5. Hypotheses of the Study

- 1) There is a significant relationship between achievement motivation and socioeconomic status of college students.
- 2) The socio economic status among college students are at moderate level.

- 3) There is no significant difference in the achievement motivation of college students with regard to the demographic variables gender, locality of the college and locality of students' residence.
- 4) There is no significant difference in the achievement motivation of college students with regard to the type of the college.
- 5) There is no significant difference in the socioeconomic status of college students with regard to the demographic variables gender, locality of the college and locality of students' residence.
- 6) There is no significant difference in the socioeconomic status of college students with regard to the demographic variable the type of the college.

## 6. Methodology

The investigator adopted normative survey method of research to study the problem. The sample of the present investigation included 320 college students selected from various colleges located in Tirunelveli district. For the present study the investigator made use of the tools like Achievement motivation scale developed by the investigators, and Socio economic status scale developed by Vinobharani, 2010. The collected data were analyzed by using statistical techniques like correlation, percentage analyses mean, standard deviation, t-test and ANOVA.

## 7. Analysis and Interpretation of Data

For analysis and interpretation of data, the study has been analyzed and given in different tables. The same is presented here.

### Hypothesis 1:

*There is a significant relationship between achievement motivation and socioeconomic status of college students.*

Table 1: Correlation between Achievement motivation and Socio economic status of college students

Variables correlated	N	r	Verbal Interpretation	Level of Significant
Achievement motivation and Socio economic status	320	0.241	Low positive correlation	0.01 level

Table 1 indicates that the correlation between Achievement motivation and Socio economic status on a sample of 320 college students is 0.241. This indicates that there is low positive correlation between the two variables. The correlation 'r' value 0.241 is greater than the table value 0.148 at 0.01 level. Hence it can be inferred that there is a significant low relationship between Achievement motivation and Socio economic status of college students.

Therefore, on the basis of the results given in the Hypothesis 1 "*There is a significant correlation between Achievement motivation and Socio economic status of college student*" is accepted.

**Hypothesis 2:**

*The Socio economic status among college students is at moderate level.*

Table 2: Data and results of Level Analysis of college students in their Socio economic status

Variables	Groups compared	N	Percentage
Socio economic status	Low	43	13.4
	Medium	245	76.6
	High	32	10.0
Total		320	100.0

Table 2 shows that 13.4 percent of college students has low, 76.6 percent of them have medium and 10 percent of them have high level of Socio economic status. Therefore the hypotheses-2 *which states that the socio economic status of college students are at moderate level* is accepted.

**Hypothesis 3:**

*There is no significant difference in the achievement motivation of college students with regard to the demographic variables gender, locality of the college and locality of students' residence.*

Table 3: Data and results of t-test, Achievement motivation Scores of College students in terms of their gender, locality of the college and locality of the students' residence

S.No.	Achievement motivation	N	Mean	S D	't' value	
1	Gender	Male	202	118.01	95.348	1.273 (NS)
		Female	118	106.75	15.845	
2	Locality of the college	Rural	160	107.57	55.322	1.474 (NS)
		Urban	160	120.15	92.718	
3	Locality of the students' residence	Rural	172	107.76	15.715	1.542 (NS)
		Urban	148	120.95	110.966	

Table 3 shows that the obtained 't' value of the college students in terms of their Gender, Locality of the college and Locality of the students' residence are less than table value 1.97 at 0.05 level of significance. Hence it can be inferred that the college student do not differ in their Achievement motivation with respect to the gender, locality of the college and locality of the students' residence. Therefore the null hypotheses formed are accepted.

**Hypothesis 4:**

*There is no significant difference in the achievement motivation of college students with regard to the demographic variables the type of the college.*

Table 4: Data and results of ANOVA, Achievement motivation scores of college students in terms of their type of the college

S.No.	Achievement motivation		SS	df	MS	F
1	Type of the college	Between Groups	25017.622	2	12508.811	2.154 (NS)
		Within Groups	1841143.050	317	5808.022	

Table 4 reveals that the obtained ‘F’ value of the college students in terms of their type of college are less than table value 3.02 at 0.05 level of significance. Hence it can be inferred that the college students do not differ in their Achievement motivation with respect to the type of the college. Therefore the null hypothesis framed is accepted.

**Hypothesis 5:**

*There is no significant difference in the socioeconomic status of college students with regard to the demographic variables gender, locality of the college and locality of residence.*

Table 5: Data and results of t-test, Socio economic status scores of college students in terms of their Gender, Locality of the college and Locality of the student residence

S.No.	Socio economic status		N	Mean	S D	‘t’ value
1	Gender	Male	202	15.53	8.782	1.179 (NS)
		Female	118	16.57	4.782	
2	Locality of the college	Rural	160	15.10	4.113	1.937 (NS)
		Urban	160	16.73	9.826	
3	Locality of the students’ residence	Rural	172	15.72	9.218	0.511 (NS)
		Urban	148	16.15	5.024	

Table 5 reveals that the obtained ‘t’ value of the college students in terms of their gender, locality of the college and locality of the students residence are less than table value 1.97 at 0.05 level of significance. Hence it can be inferred that the college students do not differ in their Socio economic status with respect to the gender, locality of the college and locality of the students’ residence. Therefore the null hypotheses formed are accepted.

### Hypothesis 6:

*There is no significant difference in the socioeconomic status of college students with regard to the demographic variables the type of the college.*

Table 6: Data and results of ANOVA, Socio economic status scores of college students in terms of their type of the college

S.No.	Socio economic status		SS	df	MS	F
1	Type of the college	Between Groups	593.441	2	296.721	5.326 (Significant at 0.01 level)
		Within Groups	17661.280	317	55.714	

Table 6 reveals that the obtained 'F' value of the college students in terms of their type of the college is greater than table value 3.02 at 0.05 level of significance. Hence it can be inferred that the college students do differ in their Socio economic status with respect to the type of the college. Therefore the null hypothesis framed is not accepted.

### 8. Findings of the Study

- 1) There exists low positive correlation between achievement motivation and socioeconomic status of college students.
- 2) The socio economic status of college students.in general is at moderate level.
- 3) There is no significant difference in the achievement motivation of college students with respect to the gender, locality of the college, locality of students' residence and type of the college.
- 4) There is no significant difference in the socio economic status of college students with respect to the gender, locality of the college and locality of students' residence.
- 5) There is significant difference in the socio economic status of college students with respect to the type of college.

### 9. Conclusion

It is concluded that the socioeconomic status of college students are having moderate level. Further, it is concluded that socioeconomic status of college students do not differ significantly in their sub variable gender, locality of college and locality of the student's resident. From this in can be inference that socio economic status of college students will not affect the achievement motivation of them. Because in the present situation all the college students are aware about the opportunities available around to them. They are ready to take the responsibilities and eager to work in any kind of environment for their betterment in their life. We hope that our college students support our country to attain sustainable development in all the areas and for the behavioral change of individuals.

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