

Influence of Socio Economic Status on Achievement Motivation among Science Students of Private Senior Secondary Schools in Ilorin Metropolis, Kwara State

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Abstract:

The study involved science students of private senior secondary schools in Ilorin metropolis, Kwara State. Six private secondary were randomly selected. A purposive sampling technique was adopted in selecting 309 students. Achievement Motivation (AMS) and Socio Economic Status Scale (SESS) were administered to the students. Two research hypotheses were raised and tested. Pearson r and t-test tools were used for the statistical analysis. The result shows that there is a significant positive correlation between socio-economic status and achievement motivation. And there is no significant gender difference among students on achievement motivation. Recommendations were that: achievement motivation is the most essential factor which helps in increasing achievement, among students, thus proper efforts must be undertaken to increase the level of achievement motivation of students. Appropriate incentives need to be provided to other students by the government to enhance their achievement motivation.

Keywords: socio-economic, achievement motivation, science students

INTRODUCTION

According to American Psychological Association (APA), socio-economic status is commonly conceptualized as the social standing or class of an individual or group, and it is often measured as a combination of education, income and occupation. In the present study also, students' socio-economic status is identified by the information provided by a questionnaire about the participants' parents and/or spouses' job, educational degree, income average and also about the number of their families' members.

Parents irrespective of any discrimination rich, and poor, advantage and disadvantage, literate and illiterate, therefore, are geared to invest in education of their children. The present century has been visualized as a technologically advanced world. Hence starting from school level, parents, teachers and administrators, all desire for heavy investment for their children. Educated manpower is the emerging need of any nation as educated and skilled human resource is an asset for any country. In this context, it becomes essential to develop human resource from the early stages of human life; children are to be set to develop realistic aspiration

encompassing their lives, education and prospects of the future.

Achievement motivation has been considered as an extended person-intrinsic motivation showing a pattern of actions, planning and feelings connected with striving to achieve some internalized standards of excellence. Need for achievement has been regarded as an individual's personality affective person's behaviour. It is also regarded as a learned motivation. Achievement Motivation is the attitude to achieve rather than the achievements themselves. It can be considered as extended person- intrinsic motivation because its reinforcement is delayed. It arises from an interaction within the person. Achievement motivation is a pattern of planning of actions and of feelings connected with striving to achieve some internalized standard of excellence.

Socio-economic status plays important roles in planning and organising students' careers. The efforts put by the parents of these students assisted them in schools. This study looks at the ways SES helps science students in both public and private schools. The kinds of supports parents give determine these students achievement motivation.

Motivation consists of internal processes and external incentives which spur us to satisfy some need. (Child, 1977). Motivation can be intrinsic or extrinsic. The activities that people start and continue and the amount of effort they put into those activities at any particular time are determined by their motivation. Students may be motivated by a number of factors these includes achievement, preventing less pleasant activities, satisfaction and success (Capel, 2001). Motivation to perform an achievement oriented task is related to the need to achieve on a particular task, expectation of success on the task and the

strength of incentive after the task has been successfully completed (Atkinson, 1964 and McClelland, 1961). Achievement motivation is based on reaching success and achieving all of our aspirations in life. Achievement goals can affect the way a person performs a task and represent a desire to show competence (Harackiewicz, Barron, Carter, Lehto and Elliot, 1997). These basic physiological motivational drives affect our natural behaviour in different environments. Our motives for achievement can range from biological needs to satisfying creative desires or realizing success in competitive ventures.

Agrawal (1974) investigated the correlates of achievement motivation and reported that achievement motivation and socio-economic status were significantly and positively related to each other. The effect of sex on achievement motivation was found to be independent of socio-economic status. Phutela (1976) explored that socio-economic status was positively correlated with educational and vocational aspirations and fear of failure in a study of college students. Parikh (1976) studied the level of achievement motivation and found that achievement was positively related to socio-economic status. Abrol (1977) revealed that the socio-economic status of the family affected the level of achievement motivation i.e higher the status, the higher was the motivation. Devaneson (1990) reported significant and positive relationship between socio-economic status and scholastic achievement of higher secondary school students. Badola (1991) found no significant relationship between creativity and achievement motivation. Achievement motivation of children of working and non working mothers was studied by Pandey (1996) and Minakhsi (2000). They found significant difference in favour of working mother's children.

OBJECTIVES OF THE STUDY

The study intended to:

1. Explore the influence of socio-economic status on achievement motivation.
2. Examine gender difference among students' socio-economic status on achievement motivation.

HYPOTHESES

1. There is no significant relationship between socio-economic status and achievement motivation.
2. There is no gender difference among socio-economic status and achievement motivation.

METHODOLOGY

The researcher adopted a survey design towards sampling the opinions of socio-economic status of public and private secondary schools on achievement motivation.

POPULATION AND SAMPLE

The study involved all science students in private senior secondary schools in Ilorin metropolis. A purposive sampling technique was adopted in selecting 309 students in six (6) senior secondary schools, two (2) private schools were selected from each three (3) local governments that formed Ilorin metropolis. These were drawn from a total of seven thousand nine hundred and five (7,905). The sample size was consistent with Krejcie and Morgan (1980) suggested population-sample ratio.

INSTRUMENTATION

The standardized Achievement Motivation Test was used, to provide a simple and objective measure of Achievement

Motivation of science secondary school students. The reliability of test was determined by test retest method and the coefficient of reliability was found to be 0.79. To collect the information related to socio economic status of secondary students the Socio Economic Status Scale (SESS) by Muthee J.M was used. The reliability of test was determined by test retest method. The coefficient of reliability was found to be 0.94. The validity of the scale was measured by content validity, concurrent validity and construct validity.

PROCEDURE FOR DATA COLLECTION

Permission was sought from relevant authorities to carry out the study in the schools identified. The study was conducted during the school hour. In each school and with the help of a trained assistant, questionnaires were administered and collected for statistical analysis.

ANALYSIS

The statistical tools used for the data analysis were Pearson Product Moment Correlation to know the relationship between the variables and 't' test for knowing the significance of difference between the means of different comparative groups. The data was analyzed with the help of computer by using SPSS to get precise results.

RESULTS

Hypothesis 1 There is no significant relationship between socio-economic status of private secondary schools and achievement motivation.

Table 1 Correlation of Socio Economic Status and Achievement Motivation

Variables	N	Mean	SD	DF	r	Sig
Socio Economic Status	309	65.172	8.223	307	.129	.023
Achievement Motivation	309	62.036	7.712			

Significant at the 0.05 level.

The above table shows that there is a significant positive correlation between socio-economic status and achievement motivation, $r = .129$, $P = .023$. Therefore, the hypothesis which states that there is no significant relationship between socio-

economic status and achievement motivation is rejected

Hypothesis 2 There is no gender difference among socio-economic status of science students in private secondary schools and achievement motivation.

Table 2 t-test of Gender Difference on Achievement Motivation

Variables	N	Mean	SD	DF	F	Sig
Male	140	62.471	7.168	307	4.138	.367
Female	169	61.675	8.138			

Significant at the 0.05 level

Table 2 shows that there is no significant gender difference among students on achievement motivation, $F = 4.138$, $p = .367$. Therefore, hypothesis that say there is no gender difference among students on achievement motivation is retained.

have its influence on the achievement motivation among boys and girls. However Here the reason may be that achievement motivation is determined to a large extent by individual's attitude and attributes more particularly in case of adolescents who are inspired by their role models and demonstrate high self aspiration However, gender has no effect on the level of achievement motivation; the reason for this can be due to seriousness, dedication and desire to excel in their tasks on the part of both male and female science students. This finding is supported by the study of Verma (1992) who concluded sex has no direct bearing upon achievement motivation.

DISCUSSION

Finding of socio-economic status and achievement motivation revealed that socio-economic status of science students in private schools plays important role in their achievement motivation.

The mean scores of science students on socio-economy status and achievement motivation are 65.172 and 62.036 respectively which indicates that socio-economy status influences higher achievement motivation.

This is indicating that achievement motivation depends on the SES for science students. these findings are in support to the study conducted by Desai (1971), Agarwal (1974) and Parikh (1976), who concluded that high SES leads to high achievement motivation in students. The similar results were found in contrast with the study conducted by Chaudhary (1971) who reported that the socio economic status does not

CONCLUSION AND SUGGESTIONS

The present study focuses Relationship between Socio Economic Status and Achievement Motivation among Science Students of Private Senior Secondary Schools in Ilorin Metropolis, Kwara State. By analyzing the findings one may conclude that socio-economic status has influence on achievement motivation. Study also reveals that gender does not influence achievement motivation. The

research findings have following implications:

1. The behaviour of an individual is largely affected by his motive to achieve; therefore it is very important that students must be helped to develop high motivational level in order to increase their achievement level.
2. Achievement motivation is the most essential factor which helps in increasing achievement, among students, thus proper efforts must be undertaken to increase the level of achievement motivation of students.
3. Appropriate incentives need to be provided to other students by the government to enhance their achievement motivation.

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