



Study of Academic Achievement Motivation of Secondary School Students of Working and Non-working Mothers

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Abstract

The present study aims at to find out whether the academic achievement motivation of secondary school students of working mothers (WM) differ significantly from those of non-working mothers (NWM). The study further compared the academic achievement motivation of secondary school students of working and non-working mothers on the basis of gender and local. The sample of the study consisted of 200 secondary school students, 100 from secondary schools situated in urban area and 100 from secondary schools situated in rural area (50 male students of working mothers, 50 female students of working mothers, 50 male students of non-working mothers & 50 female students of non-working mothers) of the age group 13 to 15 years belonging to rural and urban areas selected randomly from different educational institutions of district Sonipat, Haryana. Academic Achievement Motivation Test constructed by Sharma, T. R. was administered to the selected sample to assess their academic achievement motivation. The data so collected was analyzed statistically by employing mean, SD and t-test. The study revealed there was significant differences between the adolescent students of working and non working mothers on the measure of academic achievement motivation.

Key Words: *Academic Achievement Motivation, Working and Non-working mothers, Secondary School Students.*

Introduction

Motivation has been defined as the attribute that “moves” us to do or not do something (Gredler, 2001). A student’s motivation for learning is generally regarded as one of the most critical determinants of the success and quality of any learning outcome (Mitchell, 1992). The concept of motivation is used in many different disciplines to analyze the ‘what and why’ (Deci & Ryan, 2000) of human action. Motivation is widely acknowledged to enhance performance and efficiency of staff (Ryan & Deci, 2000). Beyond work settings motivation may influence performance in academic settings and among university students. Motivation provides an important foundation to complete cognitive behavior, such as planning, organization, decision-making, learning, and assessments. There are high achievers and low achievers. What is responsible for the variation could be the fact that achievement motivation is believed to be learnt during socialization processes and learning experiences. As a matter of fact this varies from one individual to the other. Achievement motivation could be seen as self-determination to succeed in whatever activities one engage in, be it academic work, professional work, sporting events, among others. Gesinde (2000) asserts that, those who have high achievers as their models in their early life experience would develop the high need to achieve, while those who have low achievers as their models hardly develop the need to achieve. 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 and 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 to succeed will not work hard. In fact, several researchers have suggested that only motivation 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 academic motivation are more likely to have increased levels of academic achievement and have lower dropout rates. According to the above literature, 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.

Parent involvement is often considered a pathway through which schools enhance the achievement of underperforming children ([Berger, 1991](#)). The first determinant, which is the

first and most important bed to nurture children, is the mother education. The role of mother is important and varied. Mother plays important role in the personality development of the children by shaping their intellectual and social behaviour. Study conducted by Gershaw (1988) found that children of working mothers were found to have a feeling of that they had control over their environment. "Mother's employment status is also related with child results, it is through the family those effects take place. Outcomes of children are related with mothers' sense of well being and-parenting style." (Bransford, Brown & Cocking 2002). An employed educated woman has a good social exposure and has rich experiences of modern trends. On the other hand, it is a general perception that educated employed woman is restricted only to earning and her children are ignored, which affects the behavior and performance of her children adversely. According to Lyn Crage (2006), those mothers who are high educated and working are more sensitive to their children. Traditional thinking and beliefs are against the employed women that they never good housewives and neglected their children but on the basis of research, it is concluded that employment of women had positive effect on the socio-economic status of the family. The entry of women in the workforce brings changes in the structure and function of family. The working mother encouraged their children to be more independent, self-sufficient and self-independent from an early age (Hock, 1980). In view of the above studies it is evident that there is a great effect of working. We can say that maternal employment is very imperative factor related to the psycho-physical development of the children.

Statement of the Research Study

Study of Academic Achievement Motivation of Secondary School Students of Working and Non-working Mothers

Operational Definitions of Terms

1. Working Mothers: refers to women, having children, who works outside the home as an employee for 6 or more than 6 hours per day, where as
2. Non-working mothers: refer to women having children who are not in workforce and works only as a housewife.
3. Academic motivation" is defined as 1) academic drive 2) attitudes toward school and learning, and 3) enthusiasm for academic achievement.

Objectives

1. To compare the academic achievement motivation of adolescent students of working and non-working mothers.
2. To compare the academic achievement motivation of male students of working and non-working mothers.
3. To compare the academic achievement motivation of female students of working and non-working mothers.
4. To compare the academic achievement motivation of urban and rural adolescent students of working mothers.
5. To compare the academic achievement motivation of urban and rural adolescent students of non-working mothers.

Hypotheses

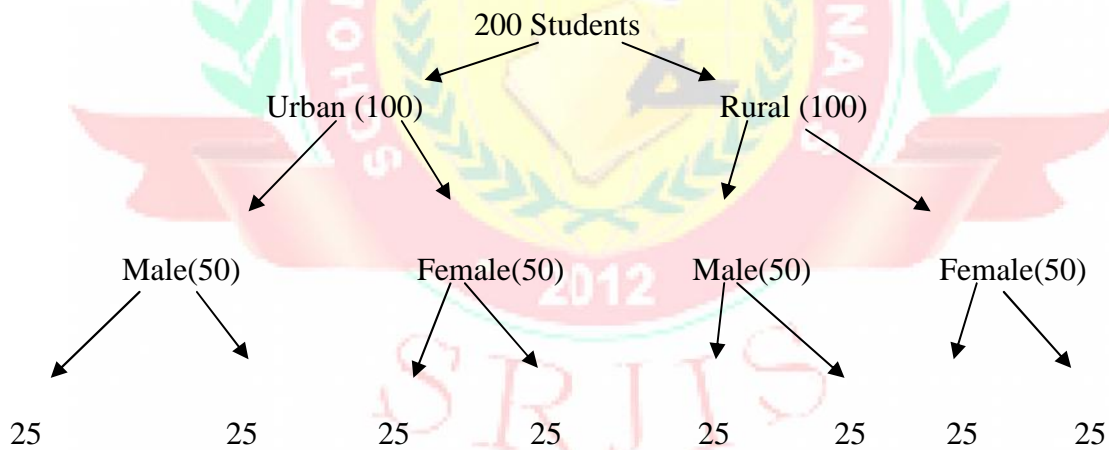
1. There is no significant difference between academic achievement motivation of adolescent students of working and non-working mothers.
2. There is no significant difference between academic achievement motivation of male students of working and non-working mothers.
3. There is no significant difference in academic achievement motivation between female students of working and non-working mothers.
4. There is no significant difference between academic achievement motivation of urban and rural adolescent students of working mothers.
5. There is no significant difference between academic achievement motivation of urban and rural adolescent students of non working mothers.

Research Methodology

Descriptive survey method was used for present research study

Sample of the study

Sample of the present study consisted of 100 male and 100 female respondents of working and nonworking mothers of the age group 13 to 15 years, studying in Secondary Schools of District Sonapat, Haryana.



(Working Mothers) (Non working Mothers) (Working Mothers) (Non working Mothers) (Working Mothers) (Non Working Mothers) (Working Mothers) (Non Working Mothers)

Tools

Academic Achievement Motivation Test developed by Sharma, T. R. was used to measure the academic achievement motivation of students.

Procedure

Descriptive survey method of research was employed for the present study. The tools

employed in the study were administered on the secondary school students of the age group 13 to 15 years. The data for the present research was collected personally by the investigator from different schools included in the sample.

Data Analysis and Interpretation

The response received was analyzed through statistical applications using t-test for comparison of academic achievement motivation of students of working mother with non-working mothers in the light of objectives.

Table-1:Shows the Mean, S.D.and t- ratio for testing the significant difference between academic achievement motivation of adolescent students of working and non-working mothers.

Adolescent students of	N	M	S.D	S.Ed.	t-value	Level of Significance
Working Mothers	100	30.89	3.11	0.91	2.93	0.05 Significant
Non-Working Mothers	100	28.25	4.78			

Table 1 shows that there are significant differences between the adolescent students of working and non-working mothers regarding their academic achievement motivation as the obtained t-values (2.93) is significant at 0.05 level of confidence. The mean values of the students of working and non- working mothers on the academic achievement motivation are 30.89 and 28.25 respectively. It reveals that the adolescent students of working mothers group is better in academic achievement motivation. Hence the hypotheses first, i.e., “There is no significant difference between academic achievement motivation of adolescent students of working and non-working mothers.” is rejected.

Table-2:Shows the Mean, S.D.and t- ratio for testing the significant difference between academic achievement motivation of male students of working and non-working

Male students of	N	M	S.D	S.Ed.	t-value	Level of significance
Working Mothers	50	30.92	3.29	0.53	3.16	0.05 Significant
Non-Working Mothers	50	32.6	1.99			

Table 2 shows that there are significant differences between the male adolescent students of working and non-working mothers regarding their academic achievement motivation as the obtained t-values (3.16) is significant at 0.05 level of confidence. The mean values of the female students of working and non-working mothers on the academic achievement motivation are 30.92 and 32.6 respectively. It reveals that the difference between the mean scores of male adolescent students of non-working mothers group is better in academic achievement motivation. Hence the hypotheses that “There is no significant difference between academic achievement motivation of male students of working and non-working mothers” is rejected.

Table-3:Shows the Mean, S.D.and t- ratio for testing the significant difference between academic achievement motivation of female students of working and non-working

Female Students of	N	M	S.D	S.Ed	t-value	Level of significance
Working Mothers	50	31.16	2.88	0.66	4.94	0.05 Significant
Non-Working Mothers	50	27.9	3.71			

Table 3 shows that there are significant differences between the female adolescent students of working and non-working mothers regarding their academic achievement motivation as the obtained t-values (4.94) is significant at 0.05 level of confidence. The mean values of the male students of working and non-working mothers on the academic achievement motivation are 31.16 and 27.9 respectively. It may be safely concluded that female adolescent students of working mothers group is better in academic achievement motivation. Hence the hypotheses that “There is no significant difference between academic achievement motivation of female students of working and non-working mothers” is rejected.

Table-4:Shows the Mean, S.D.and t- ratio for testing significant difference between academic achievement motivation of Urban and Rural adolescent students of working mothers.

Students of working mothers	N	M	S.D	S.Ed.	t-value	Level of significance
Urban	50	32.22	1.27	1.35	1.98	Significant
Rural	50	29.54	3.16			

Table 4 shows that there are significant differences between the urban and rural adolescent students of working mothers regarding their academic achievement motivation as the obtained t-values (1.98) is significant at 0.05 level of confidence. The mean values of the urban and rural students of working mothers on the academic achievement motivation are 32.22 and 29.54 respectively. Urban adolescent students of working mothers group is better in academic achievement motivation. Hence the hypotheses that “There is no significant difference between academic achievement motivation of urban and rural adolescent students of working mothers” is rejected.

Table-5:Shows the Mean, S.D.and t- ratio for testing significant difference between academic achievement motivation of Urban and Rural adolescent students of non-working mothers.

Students of non working mothers	N	M	S.D	S.Ed.	t-value	Level of significance
Urban	50	32.04	5.09	0.89	4.15	Significant
Rural	50	28.34	3.65			

Table 5 shows that there are significant differences between the urban and rural adolescent students of non-working mothers regarding their academic achievement motivation as the obtained t-values (4.15) is significant at 0.05 level of confidence. The mean values of the urban and rural students of non-working mothers on the academic achievement motivation are 32.04 and 28.34 respectively. It is concluded that urban adolescent students of non-working mothers group is better in academic achievement motivation. Hence the hypotheses that “There is no significant difference between academic achievement motivation of urban and rural adolescent students of non-working mothers” is rejected.

Findings

1. Significant difference is found between the adolescent students of working and non-working mothers on the measure of academic achievement motivation.
2. Male students of working and non-working mothers are also found not similar on the measure of academic achievement motivation.
3. On the measure of academic achievement motivation of female students of working mothers are found better than the female students of non-working mothers.
4. Significant difference is found between the students of working mothers on the measure of academic achievement motivation in respect to local. Urban students of working mothers have better academic achievement motivation than rural students.
5. Students of non-working mothers are also found not similar in respect to academic achievement motivation. Urban students are better than rural students.

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