

# A Study of Low Socioeconomic Status Background, Academic Motivation and Academic Achievement of Students Belonging To Rajouri District

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## ABSTRACT

This study examined the low socioeconomic status background, academic motivation and academic achievement of students belonging to Rajouri District. A sample consisted of 200 college going students were selected through simple random sampling. Results have shown significant differences in Low Socioeconomic Status background, Academic Motivation between boys and girls. No other significant difference was found. Keeping these figures in mind we need to focus on those factors those help to recover and motivate the students in spite of exposure to chronic adversity.

**Keywords :** *Low Socioeconomic Status background, Academic Motivation and Academic Achievement*

## INTRODUCTION:

During the last decade, the sociology of socioeconomic status (SES) background or social class, which is broadly characterized as a social stratification system derived from access to various resources (economic, social, etc. (Manstead, 2018). Socioeconomic status (SES), an index of one's overall social status or prestige in society, is one of the most widely studied constructs in the social sciences. (Conger & Donnellan, 2007). According to American psychological Association defined, "Socioeconomic status is the social standing or class of an individual or group. It is often measured as a combination of education, income and occupation. Examinations of socioeconomic status often reveal inequities in access to resources, plus issues related to privilege, power and control". Academic motivation in student's life is generally regarded as the drive to achieve targets and the process to maintain the drive. Motivation provides an important foundation to complete cognitive behaviour, such as planning, organization, decision-making, learning, and assessments (Pintrich & Schunk, 1996). Spence and Helmreich (1983) defined achievements as task-oriented behaviour. Colman, A.M. (2001) has defined achievement motivation as a social form of motivation involving a competitive desire to meet standards of excellence. The entire educational process is centred on students' academic motivation and academic accomplishment. Academic motivation and achievement of students are influenced by a variety of

factors such as the parents' socioeconomic status, the students' home location, gender, age, and the classroom environment, among others. The socioeconomic status of a student's family or parents has a significant impact on the student's academic motivation and accomplishment; they are mutually related, but socioeconomic status is a significant contributing element in a student's academic motivation and achievement. Many Researchers have already conducted a number of studies to evaluate and analyse socioeconomic status as a contributing factor in academic motivation and academic achievement, with mixed results. Zhao et al., (2021) revealed that a growth mindset of socio economic status was associated with a higher level of subjective well-being after four years. A study of Suna et al., (2020) depicted that a negative impact of one's socioeconomic level on students' scores reached its maximum value when all students were placed into high schools by means of a national exam. Solanke and Narayanaswamy (2015) conducted the study with the objective to find out the effect of SES on Academic Achievement. The result showed that there exist significant positive correlation between SES and Academic Achievement. The t-test showed significant difference in the Academic Achievement of students having different levels of SES. The study further revealed that there was significant difference in Academic Achievement and SES of boys and girls. Saifi and Mehmood (2011) studied the effect of SES on student's Academic Achievement. The study revealed that SES of family affect Academic Achievement of a students in many ways. Besides, Pedrosa et al. (2006) in their study found that students who are coming from deprived and low socio-economic and educational background performed slightly better than the students having higher socio-economic and educational background.

### **Significance of the study:**

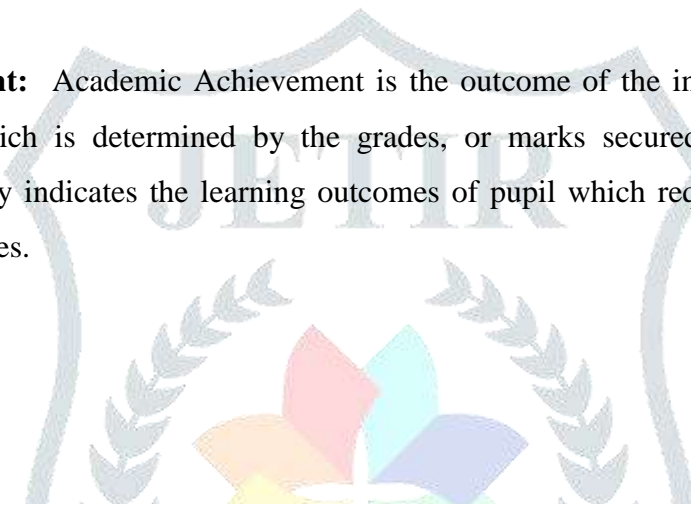
The purpose of this present study is to assess the low socioeconomic status background, academic motivation and academic achievement of students belonging to Rajouri District. As we all know, a variety of factors or predictors influence academic motivation and achievement, including cognitive, non-cognitive, psychological, social, and environmental factors. Among the social and environmental aspects, socioeconomic status is extremely important, as it has a significant impact on students' academic achievement. The socioeconomic condition of a child determines his or her educational programme. Academic motivation and academic achievement is the college's final output that defines a student's academic success or failure. It is critical not just for achieving success and sustaining a livelihood, but also for gaining social respect. As a result, it's critical to look into pupils' low socioeconomic level, academic motivation, and academic accomplishment. To conclude, it can be said that many studies have been conducted on socio economic status, academic motivation and academic achievement separately as well as in combination with other variables, but no study was found which included socioeconomic status background, academic motivation and academic achievement collectively. Also no study of such nature has been conducted in Union Territory of Jammu and Kashmir and particularly on college's students of Rajouri district. So it is identified as a research gap. Thus, the present research is an ardent effort by the researcher to fill this gap. The findings of this study

may assist to parents, policy makers, teachers, and educational administrators in understanding the significance of socioeconomic status background in determining student academic motivation and accomplishment, as well as in the country's development process.

**Low-Socioeconomic Status background:** “Low-socioeconomic status background means households have little income or wealth. It is responsible for, impoverishment, ailments, and many problems.”

**Achievement motivation:** Achievement motivation is a theoretical model intended “to explain how the motive to achieve and the motive to avoid failure influence behaviour in a situation where performance is evaluated against some standard of excellence”

**Academic Achievement:** Academic Achievement is the outcome of the instruction provided to the children in schools which is determined by the grades, or marks secured by the students in the examination. It generally indicates the learning outcomes of pupil which requires a series of planned and organised experiences.



## OBJECTIVES OF THE STUDY

- To assess the significant differences in low socioeconomic status background among college students in terms of gender.
- To assess the significant differences in academic motivation among college students in terms of gender.
- To assess the significant differences in academic achievement among college students in terms of gender.

## HYPOTHESES

- There will be no significant differences in low socioeconomic status background among college students in terms of gender.
- There will be no significant differences in academic motivation among college students in terms of gender.
- There will be no significant differences in academic achievement among college students in terms of gender.

## METHODOLOGY:

**Sample:** A sample of 200 college going students. (Females: N= 100 and Males: N=100) was random selected by fish bowl method from Rajouri district. All the students were in the B.A./B.Sc/B.Com Part-I of degree colleges of Rajouri district.

### Description of Tools:

The brief description of the scale used for the assessment of socio economic status , emotion instability and mental health (SCS) is given below:

1) **Socio-Economic Status Scale (2012):** Socio-Economic Status Scale constructed and standardized by Kalia and Sahu was used to asses SES of adolescents. The Scale Comprised of 40 questions. The Scale according to authors is highly reliable and valid having reliability co-efficient through split half method .68 and test-retest method .86.

2) **Achievement Motivation Scale (2002):** Achievement motivation scale by Deo and Mohan have developed a scale to measure achievement motivation. The scale consists of 50 items, 13 are negative and 37 are positive items. This scale measures 15 factors and these are –

- a) Academic Motivation,
- b) Need for Achievement,
- c) Academic Challenge,
- d) Achievement Anxiety,
- e) Importance of Grades/Marks,
- f) Meaningfulness of task,
- g) Relevance of School/College to Future Goal,
- h) Attitude towards Education,
- i) Work method,
- j) Attitude towards Teachers,
- k) Interpersonal Relations,
- l) Individual Concern,
- m) General Interests,
- n) Dramatics,
- o) Sports Etc.

This scale is a reliable and valid one. The authors reported a reliability coefficient of 0.69 ( $p<.01$ ) for mixed group, 0.67 ( $p<.01$ ) for males and 0.78( $p<.01$ ) for females' sample. The validity coefficient was 0.75 ( $p<.01$ ).

### Academic Achievement

In the present study academic achievement was measured by the scores obtained by the students in the previous board examination i.e 12<sup>th</sup> grade.

**RESULTS AND DISCUSSIONS:-****Table 1: Comparison of Low Socioeconomic Status background scores Among College Students as Per Gender**

Variable	Gender	N	Mean	S.D	t- ratio	df	Significance
Low Socioeconomic Status Background	Boys	100	82.9800	12.27297	3.500	198	.001**
	Girls	100	87.9400	7.08936			

**\*\* Significant at P<0.01 level, \* Significant at P<0.05 level**

There is significant difference between boys and girls on Low Socioeconomic Status background. The value of t-ratio is 3.500 and associated significance value is .001 with 198 degree of freedom which means that differences in the mean scores of Low Socioeconomic Status background of boys and girls samples are significant at .01 level of significance. Thus Mean score of girls are higher than boys. This finding is supported by a study conducted by Eichner & Robbins, (2015) revealed that women experienced higher poverty rates than men. Poverty rates for all groups of adult women were also higher than for their male counterparts.



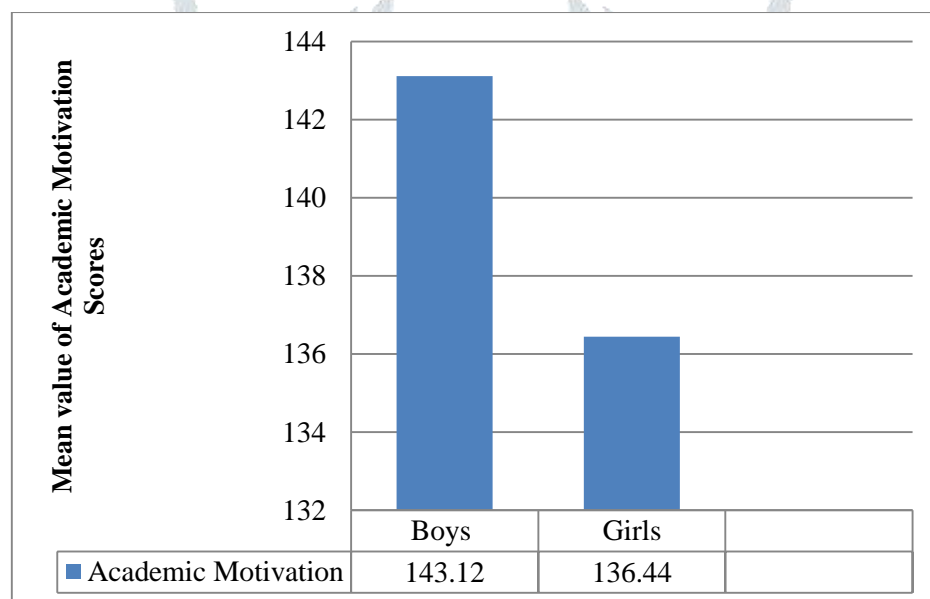
**Showing mean comparison of low socio economic status background scores among college students as per gender**

**Table 2: Comparison of academic motivation scores among college students as per gender**

Variable	Gender	N	Mean	S.D	t- ratio	df	Significance
Academic Motivation	Boys	100	143.1200	14.10729	2.946	198	.004*
	Girls	100	136.4400	17.75041			

**\*\* Significant at  $P < 0.01$  level, \* Significant at  $P < 0.05$  level**

There is significant difference between boys and girls on academic motivation. The value of t-ratio is 2.946 and associated significance value is .005 with 198 degree of freedom which means that differences in the mean scores of academic motivation of boys and girls samples are significant at .05 level of significance. Thus Mean score of boys are higher than girls. This finding is supported by a study conducted by Hakan & Münire (2014) revealed that intrinsic motivation level of male undergraduates was higher than that of female undergraduates.



**Showing mean comparison of academic motivation scores among college students as per gender**

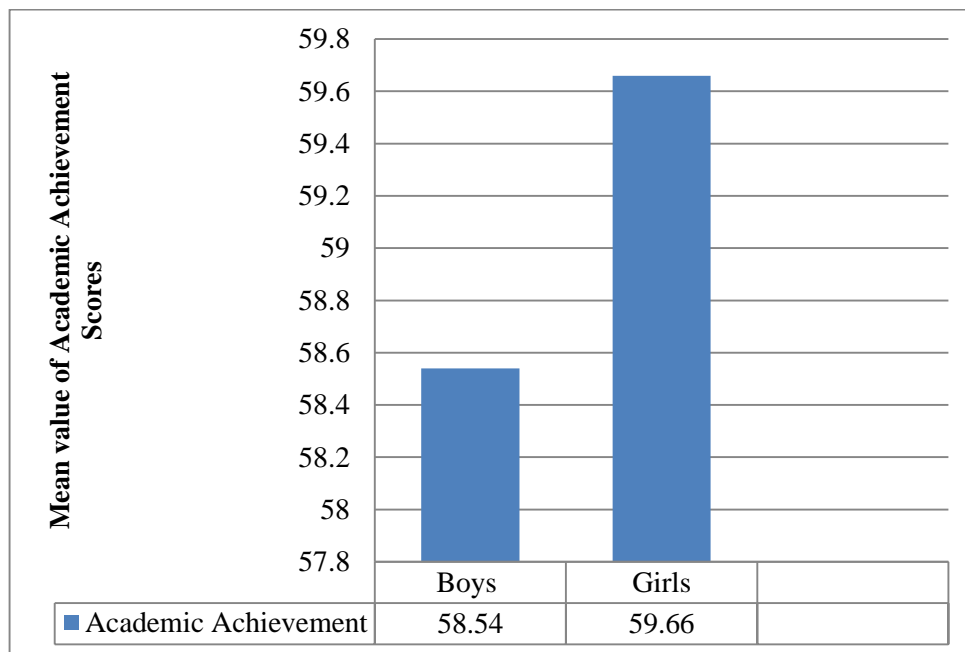
**Table 3: Comparison of academic achievement scores among college students as per gender**

Variable	Gender	N	Mean	S.D	t- ratio	df	Significance
Academic Achievement	Boys	100	58.5400	16.11726	0.507	198	.613
	Girls	100	59.6600	15.09045			

There is no significant difference between boys and girls on academic achievement. The value of t-ratio is 0.507 which means that differences in the mean scores of academic achievement of boys



and girls samples are not significant even at .05 level of significance. Thus Mean score of girls are higher than boys.



Showing mean comparison of academic achievement scores among college students as per gender

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