Impact of Gender and Socio-Emotional School Climate on Achievement Motivation of Tribal Students

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Abstract: The aim of present investigation was to study the impact of gender and socio-emotional school climate on achievement motivation of tribal students. Study was conducted on tribal secondary students of Chamba district of Himachal Pradesh. Initial sample of the study consisted of 300 students on which ‘Socio-Emotional School Climate Scale’ and ‘Achievement Motivation Scale’ developed and standardized by the investigator himself were administered. To categories the sampled students into two extreme groups, statistical technique Mean ± ½ SD was used on socio-emotional school climate scores. Finally, the sample of the study consisted of 700 students. The findings of the study revealed that gender do not effect achievement motivation of tribal students significantly while social, emotional and socio-emotional climate of school have significant effect on achievement motivation of tribal students.

I. Introduction

In this new and modern scenario, everyone desires to do one’s personal best, to excel, to attain the highest standard of performance, and to be supreme in one’s chosen field. This is worthy human ambition which has led, and can continue to lead to increase standard and personal growth. All of us perform better and more willingly when we know what we have been told or asked to do. Motivation is the basic drive for all of our actions. Motivation is the stimulation of action toward a particular objective where previously there was little or no attraction towards goal. It is the process of arousing, maintaining and controlling interest. Motivation is that invisible force that ignites the mind and sets one’s heart with feeling of zeal and zest and propels one into action. The influence of an individual’s needs and desires both have a strong impact on the direction of their behavior.

II. Concept of Achievement Motivation

Achievement motivation can be defined as the need for success or the attainment of excellence. Individuals will satisfy their needs through different means, and are driven to succeed for varying reasons both internal and external. Achievement Motivation in general psychology is personal accomplishment, or attainment of goals set by the individuals or by society. Achievement motivation has been referred to as the need for achievement (and abbreviated as n-achievement), a wish to do well. It refers to the behaviour of an individual who strives to accomplish something, to do his best, to excel others in performance. This involves competition with a particular standard of excellence or performance. Mehta (1969), defined achievement motivation as, “dissatisfaction with the present condition and urge to improve upon the same condition of life”. Murray (1953), defined need for achievement, “as a desire or tendency to overcome obstacles, to exercise power, to strive to do something difficult and as quickly as possible.”

III. Concept of Socio-Emotional School Climate

The socio-emotional climate of school or educational institution is a bridging concept between pupils and the school in which they study and is the perception of the structure process and values by the students and faculty members. The infrastructure of an institution and interaction of students with teachers, with the head of the institution with fellow students and interaction among teachers and between teachers and head of institution, all play a significant role in determining the climate of the institution. According to Joshi (1973) “The institutional climate of an institution refers to the academic atmosphere or learning climate in particular. If the environment in which intellectual, creative and productive powers of the individual blossom and flowers forth to their full. The intellectual climate motivates students to learn to work and to make all kinds of concerted efforts. It passes the potentiality of simulating students for independent study and encourages originality and creativity”.

IV. Review of Literature

Several studies are conducted in the past on achievement motivation of the students. These studies reveal that achievement motivation among the students differs with reference to gender (Patel 1987 and Chauhan 1989), socio-economic status (Abrod 1977), birth order (Haripande 1976), medium of instruction (Parith 1976), and locality (Kishor and Rana 2010). Some of the latest studies are being discussed here in detail. Nimauathi and
Gnanadevan (2007) conducted a study on examining the relationship between Achievement Motivation and Anxiety of High School Students” and the finding of the study reveals that the achievement motivation of high school students was high. Kumari (2007) conducted a study on “Achievement Motivation of Senior Secondary School Students having differential Levels of Creativity”. The finding of the study reveals that there exist significant difference in the achievement motivation of boys and girls of Senior Secondary Schools. Chamundeswar and Uma (2008) conducted a study on the topic. Achievement Motivation and Classroom Climate Among Students at Higher Secondary Level”. The findings of the study were that each student is predisposed to having little desire to accomplish certain tasks. It has been found that all students are influenced by achievement motivation. Thakur and Bhagla (2008) reported that the students of public schools have more self-confidence followed by the students of central schools. The type of school influences both type of sex and school influences each other significantly in their combined influence on the self confidence level of students. Poonam (2008) find out the girls are having higher degree of achievement motivation in comparison to boys. Dass (2009) found that secondary school boys show better achievement motivation in comparison to girls. Yadav (2010) conducted a study on achievement motivation and text anxiety of senior secondary school students and found that there exist significant relationship between achievement motivation and text anxiety of senior secondary school students. Kalhotra (2011) found that the students with different levels of their mother's education differ significantly as regards their perception of social, emotional and socio-emotional climate of the school. Ahmad (2012) in a study of impact of socio-emotional school environment on academic achievement of teenager -boys revealed that there is a significant relation between academic achievement and socio-emotional school environment of aided higher secondary teenager-boys. Gautam and Punia (2012) conducted a study on “Perception of adolescents about the Socio-Emotional School Environment.” And found that respondents from private school had better perception of social climate as well as socio-emotional climate of schools against the government schools respondents. Singh (2012) found that achievement motivation of senior secondary school students does not differ significantly at different levels of their self-concept and socio-emotional climate of the school. Velmurugan and Balakrishnan (2013) conducted a study on “Achievement Motivation of higher secondary students in relation to Locality and type of Family” and the result of the study reveals that there is no significant difference in the achievement motivation of rural and urban school students. Also, it is inferred that there is no significant difference in the achievement motivation of higher secondary students coming from joint family and nuclear family. Badola (2013) conducted a study on “Effect of School’s on Academic Achievement Motivation of Secondary level Students”. The result of the study revealed that that there was significant difference among Government, Public and Convent School Secondary Students on their academic achievement motivation. Insignificant difference was found between Public & Convent school students on their academic achievement motivation. From the studies reviewed, it is inferred that the achievement motivation of tribal students has not been studied so far so deeply in relation to school climate. Therefore the investigators wish to study the impact of gender and socio-emotional school climate on achievement motivation of tribal students.

V. Objectives
1) To compare the effect of gender on achievement motivation of tribal students.
2) To compare the effect of social climate of school on achievement motivation of tribal students.
3) To compare the effect of emotional climate of school on achievement motivation of tribal students.
4) To compare the effect of socio-emotional climate of school on achievement motivation of tribal students.

VI. Hypotheses
1) There will be significant effect of gender on the achievement motivation of tribal students.
2) There will be significant effect of social climate of school on achievement motivation of tribal students.
3) There will be significant effect of emotional climate of school on achievement motivation of tribal students.
4) There will be significant effect of socio-emotional climate of school on achievement motivation of tribal students.

VII. Operational Definitions of the Terms Used
Achievement Motivation: It refers as the striving to increase or to keep as high as possible, one’s own capabilities in all activities in which a standard of excellence is thought to apply and where the execution of such activities can, therefore either succeed or fail.
Tribal Students: This term refers to the school students belonging to the Scheduled Tribes as notified by Himachal Pradesh State Government.
Socio-Emotional School Climate: It refers to social and emotional climate of the school as perceived by the school students. It is related to their task, achievement, satisfaction and behavior in a particular schooling system to which they belong.
Delimitation of the Study
The present study was delimited to only govt. schools of Chamba district of Himachal Pradesh. Further, the study was delimited to a sample of 300 male and female 10th class students.

**Methodology**

In the present study as per requirement of its objectives, the descriptive survey method of research was used.

**Population**

In the present study population included all the school students studying in govt. schools of Chamba district in Himachal Pradesh.

**Sample**

300 students studying in 10th class were selected by using random sampling technique. Initially 10 schools were selected by using lottery method. Further by using same technique 15 student of each gender were taken from selected schools. After categorization of the total sample into two extreme groups on the basis of Socio-Emotional School Climate Scale the final sample of the study consisted of 100 students.

**Tools used for Data Collection**

For the data collection ‘Achievement Motivation Scale’ and Socio-Emotional School Climate Scale developed and standardized by investigator himself were used.

**Achievement Motivation Scale:** It is consisted of total 54 statements including items from both internal as well as external achievement motivation, the split half reliability of the half scale was found .69 and the reliability coefficient of the whole scale is found .81. Scale also has construct validity as items were selected having the ‘t’ value equal or more than 1.75.

**Socio-Emotional School Climate Scale:** It contains 58 items to access the social and emotional climate of the school. The split half reliability of the half scale was found .74 and the reliability coefficient of the whole scale is found .81. The scale also has construct validity as items were selected having the ‘t’ value equal or more than 1.75.

**VIII. Statistical Technique Used**

For analysis of the data ‘t’ test was applied to test the significance of difference between different mean scores.

**A. Analysis and Interpretation of Data**

For the comparison of male and female tribal students the ‘t’ value was calculated. The detailed description of ‘t’ value along with their mean and SED is given in following table.

**Table-1 ‘t’ Value for the Male and Female Tribal Students on Achievement Motivation**

<table>
<thead>
<tr>
<th>Category</th>
<th>Mean</th>
<th>SD</th>
<th>N</th>
<th>M1-M2</th>
<th>SED</th>
<th>‘t’ value</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>246.72</td>
<td>14.57</td>
<td>50</td>
<td>3.22</td>
<td>3.65</td>
<td>89</td>
<td>Not Significant</td>
</tr>
<tr>
<td>Female</td>
<td>243.5</td>
<td>21.38</td>
<td>50</td>
<td>3.22</td>
<td>3.65</td>
<td>89</td>
<td>Not Significant</td>
</tr>
</tbody>
</table>

In above table the calculated value of ‘t’ for ‘achievement motivation of male and female tribal students is .89 for df 98, which is less than the table value 1.98 at 0.05 level of significance. It signifies that male and female tribal students do not differ significantly in their achievement motivation at 0.05 level of significance. Thus the hypothesis no. 1, “There will be significant effect of Gender on the Achievement motivation of tribal students significantly,” is not retained.

**Table-2 ‘t’ Value for the Comparison of Achievement Motivation of Tribal Students perceiving low and high levels of Social, Emotional and Socio-Emotional School Climate.**

<table>
<thead>
<tr>
<th>Type of Climate</th>
<th>Level</th>
<th>Mean</th>
<th>SD</th>
<th>N</th>
<th>M1-M2</th>
<th>SED</th>
<th>‘t’ Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Climate of School</td>
<td>Low</td>
<td>232.78</td>
<td>20.81</td>
<td>50</td>
<td>21.76</td>
<td>3.34</td>
<td>6.51**</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>254.54</td>
<td>11.25</td>
<td>50</td>
<td>3.34</td>
<td>6.51**</td>
<td></td>
</tr>
<tr>
<td>Emotional Climate of School</td>
<td>Low</td>
<td>234.20</td>
<td>22.07</td>
<td>50</td>
<td>18.48</td>
<td>4.49</td>
<td>4.11**</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>252.60</td>
<td>22.92</td>
<td>50</td>
<td>4.49</td>
<td>4.11**</td>
<td></td>
</tr>
<tr>
<td>Socio-Emotional Climate of School</td>
<td>Low</td>
<td>234.58</td>
<td>20.52</td>
<td>50</td>
<td>23.64</td>
<td>3.21</td>
<td>7.36**</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>258.22</td>
<td>9.85</td>
<td>50</td>
<td>3.21</td>
<td>7.36**</td>
<td></td>
</tr>
</tbody>
</table>

**Significant at 0.01 level for df 98.**

Table-2 reveals that the calculated value of ‘t’ for ‘achievement motivation of tribal students who perceive social climate as good and poor is 6.51 for df 198, which is greater than the table value of 2.63 at 0.01 level of significance. Thus it may be interpreted that students perceiving good and poor levels of social climate differ significantly in their achievement motivation. It means social climate of school effect achievement motivation of tribal students significantly. Thus the hypothesis no. 2, “There will be a significant effect of social climate of school on Achievement motivation of tribal students.” is retained.

It is also evident that the calculated value of ‘t’ for ‘achievement motivation of tribal students having good and poor emotional climate is 4.11 for df 98, which is greater than the table value of 2.63 at 0.01 level of significance. Thus it may be interpreted that students perceiving good and poor emotional climate differ significantly in their achievement motivation. It means Emotional climate of school effect achievement
motivation of tribal students significantly. Thus the hypothesis no. 3, “There will be a significant effect of emotional climate of school on achievement motivation of tribal students.” is retained.

Further, the table reveals that the calculated value of ‘t’ for ‘achievement motivation of tribal students having good and poor socio-emotional climate is 7.36 for df 98, which is greater than the table value of 2.63 at 0.01 level of significance. Thus it may be interpreted that students perceiving good and poor socio-emotional climate differ significantly in their achievement motivation. It means socio-emotional climate of school affect achievement motivation of tribal students significantly. Thus the hypothesis no. 4, “Socio-emotional climate of school will affect the achievement motivation of tribal students significantly.” is retained.

IX. Conclusions

The present study was designed to determine the effect of gender and socio-emotional school climate on achievement motivation of tribal students. After the analysis of data and interpretation of the results it can be concluded that male and female students do not differ significantly in their level of achievement motivation. The tribal students on the basis of perception of socio, emotional and socio-emotional school climate differed significantly in their level of achievement motivation.

References