Academic Achievement Motivation of Adolescent in relation to their Socio-Emotional School Environment

Dr. Sarfaraz Ahmad* 
Prof. Ansar Ahmad†

ABSTRACT

Socio-emotional school environment is studied with the help of interaction, love, compassion, respect, honor, courtesy and sympathy. Socio-emotional school environment may have an impact on academic achievement motivation of adolescents and can also form the basis of the adolescents’ education and vocational success. The present study concentrates on academic achievement motivation of adolescents in relation to their socio-emotional school environment. The results reveal that all r-values are more than 0.05 level. Results show that there is a significant relation between academic achievement motivation and socio-emotional school environment of adolescent. It may be concluded that the socio-emotional school environment is a deciding factor in the academic achievement motivation of adolescents.

Key words: - Academic Achievement Motivation, Socio-Emotional School Environment and Adolescent.

“Motivation is an energy change within the person characterized by effective arousal and anticipatory goal relation.”

F.G. McDonald

Motivation is psychological word, derived from the word “Motive”. The meaning of motive is to awaken the power of desire. But motives take a variety of forms and are designated by many different terms: Such as needs, desire, tension, sets, determining.

* Assistant Professor (Deprt. Of B.Ed.), Halim Muslim P.G. College, Kanpur
†† Head (Deptt. of B.Ed.), Halim Muslim P.G. College, Kanpur.

tendencies, attitudes, interests, persisting stimuli and so on. This is a part of successful learning. The process of motivation has been shown below:

\[
\text{Motive} \rightarrow \text{Behaviour} \rightarrow \text{Goal} \rightarrow \text{Feedback}
\]

Continuing with the same motive or switching over to new motive

The motivation generates enthusiasm which assists in achieving different types of goals which is called achievement motivation and has been development by McClellanal, Atkinson, Clark and Howell (1953). They defined this concept as “concern over competition with standards of excellence” e.g. winning or doing as well as better than someone else.

Atkinson (1958) came to the conclusion that in the individual there is the need for achievement. A form of process in context of achievement motivation is:

\[
\text{Goal/Target} + \text{Ability} + \text{Motivation} = \text{Achievement Motivation}
\]

Therefore achievement motivation has been considered as an important concept in the dynamics of human behaviour. Tripathi (2004); concluded that motivation is positively associated with academic achievement. The motivation applied for achieving academic objective is termed as academic achievement motivation. Sinha & Ahmad (2007); reported that adolescents of different types of schools have different levels of academic achievement motivation. Academic Achievement Motivation may be expressed as follows:

\[
\text{Achievement Of Academic Goal/Target} + \text{Motivation} = \text{Academic Achievement Motivation}
\]

The motivational environment of school is extremely important in the evaluation of an adolescent’s academic performance and the teachers’ acceptance plays a major role in determining the academic achievement motivation of adolescents. School environment has
also various domains. Socio-emotional environment is one of the most important domains of school. Gabriel, Bonnie & Sidney (2001); results were consistent with the idea that careful attention needs to be given to the socio-emotional environment of middle schools, particularly for young adolescents preoccupied with issues of self identity.

Socio-emotional environment is a factor which is responsible for variation in adolescent’s personality, emotions and relationship with others. Socio-emotional factor selective theory developed by Stanford psychologist, Laura Carstensen is a life span theory of motivation. The theory maintains that as time horizons shrink, as they typically do, with age, people become increasingly selective, and investing greater resources in emotionally, meaningful goal and activities. According to the theory, motivational shifts also influence cognitive processing and cognitive processing is also related to academic achievement of adolescents.

Socio-emotional school environment can play a dominant role in the development of adolescents’ academic achievement motivation. It may have an impact on academic achievement motivation of adolescents and can also form the basis of the adolescents’ education and vocational success. Keeping in mind the importance of academic achievement motivation at the adolescent stage, the researchers want to study how socio-emotional environment of a school contributes and has impact on this psychological variable of motivation. The present study focuses on the relation between socio-emotional school environment and academic achievement motivation of adolescent.

**Objectives:** - The present study is conducted with the following objectives-

1- To study the relation between socio-emotional school environment and academic achievement motivation of male-adolescents.

2- To study the relation between socio-emotional school environment and academic achievement motivation of female- Adolescents.
3- To study the relation between socio-emotional school environment and academic achievement motivation of adolescents (total).

**Hypothesis:** - Following null hypothesis (Ho :) is framed to fulfill the objectives:-

Ho: 1- There is no relation between academic achievement motivation and socio-emotional school environment of male adolescents.

Ho: 2- There is no relation between academic achievement motivation and socio-emotional school environment of female adolescents.

Ho: 3-There is no relation between academic achievement motivation and socio-emotional school environment of adolescents (total).

**Research Design:**-

1- **Research Method:** - Survey method is used in this present description research.

2- **Population:**- The adolescents of higher secondary school of Kanpur city form the population of present study.

3- **Sample:** - The researchers selected 500 adolescents from different higher secondary schools of Kanpur city by lottery random sampling method. In the present study Kanpur city is divided into five zones: North, South East, West and Central, 50 male adolescents and 50 female adolescents are randomly selected in each zone. Total 250 male adolescents and 250 female adolescents from higher secondary schools are taken. But the investigation is delimited to U.P. Board schools. These adolescents are the students of class 11th & 12th.

4- **Tools:**-

4.1 -**Academic Achievements Motivation:**-To measure academic achievements motivation the standardized test (S.A.A.M.T.) By Dr. T.R. Sharma (1984) is used. It has 35 items and the maximum possible score is 35. Each item of the test is scored as either +1 or 0.
4.2 -Socio-Emotional School Environment: - Socio-emotional school climate inventory constructed by Dr. (Mrs.) Renuka Kumari Sinha and Mrs. Rajni Bhargava (1994). It is a standardized test S.E.S.C.I. has 70 items. 35 Items belonging to social school climate and 35 items to emotional school climate. All the items constitute the socio-emotional school climate. This is a two point scale. Marking for negative statements 0, 1 for ‘Yes’ and ‘No’ for positive statement 1, 0 for ‘Yes’ and ‘No’

5- Procedure: - The tools were administered on the above said population personally. Before administering the questionnaire a rapport was establishment with the subjects and they were assured confidentiality of their responses. The filled up questionnaires were then scored in the prescribed manner given in the respective manuals. Obtained data was tabulated for statistical analysis.

6- Statistical Technique: - The date is analyzed with the help of co-relation.

Analysis and Interpretation: - The analyzed data have been presented in Tables – 1, 2 & 3

Table-1
Co-relation between academic achievement motivation and socio-emotional school environment of Male-adolescents.
(N= 250)

<table>
<thead>
<tr>
<th>School Environment</th>
<th>Academic Achievement Motivation</th>
<th>Co-efficient of co-relation</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social</td>
<td></td>
<td>0.38</td>
<td>Significance at 0.05 Level (&gt;0.126)</td>
</tr>
<tr>
<td>Emotional</td>
<td></td>
<td>0.50</td>
<td>Significance at 0.05 Level (&gt; 0.126)</td>
</tr>
<tr>
<td>Socio-emotional</td>
<td></td>
<td>0.51</td>
<td>Significance at 0.05 Level (&gt; 0.126)</td>
</tr>
</tbody>
</table>

From the perusal of table-1, it is seen that co-relation between academic achievement motivation and social, emotional & socio-emotional school environment of male adolescents is 0.38, 0.50 & 0.51. This value is more then 0.126 (0.05 level). Therefore the relationship is significant, which shows that the null hypothesis (Ho: 1) is rejected. Thus there is positive and significant correlation between academic achievement motivation and socio-emotional school environment of male adolescents.

Table 2

Co-relation between academic achievement motivation and Socio-emotional school environment of Female-adolescents.

(N = 250)

<table>
<thead>
<tr>
<th>School Environment</th>
<th>Academic Achievement Motivation</th>
<th>Co-efficient of co-relation</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social</td>
<td></td>
<td>0.42</td>
<td>Significance at 0.05 Level (&gt;0.126)</td>
</tr>
<tr>
<td>Emotional</td>
<td></td>
<td>0.41</td>
<td>Significance at 0.05 Level (&gt; 0.126)</td>
</tr>
<tr>
<td>Socio-emotional</td>
<td></td>
<td>0.52</td>
<td>Significance at 0.05 Level (&gt; 0.126)</td>
</tr>
<tr>
<td>School environment</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From the perusal of table 2, it is seen that co-relation between academic achievement motivation and social, emotional and socio-emotional school environment of female adolescents is 0.42, 0.41 & 0.54. This value is more than 0.0877 (0.05 level). Therefore the relationship is significant, which shows that the null hypothesis (Ho: 2) is rejected. Thus there is a positive and significant co-relation between academic achievement motivation and socio-emotional school environment of female adolescents.

Table 3

Co-relation between academic achievement motivation and Socio-emotional school environment of adolescents.

(N = 500)

<table>
<thead>
<tr>
<th>School Environment</th>
<th>Academic Achievement Motivation</th>
<th>Co-efficient of co-relation</th>
<th>Level of Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social</td>
<td></td>
<td>0.42</td>
<td>Significance at 0.05 Level (&gt;0.0877)</td>
</tr>
<tr>
<td>Emotional</td>
<td></td>
<td>0.41</td>
<td>Significance at 0.05 Level (&gt; 0.0877)</td>
</tr>
<tr>
<td>Socio-emotional</td>
<td></td>
<td>0.54</td>
<td>Significance at 0.05 Level (&gt; 0.0877)</td>
</tr>
<tr>
<td>School environment</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
From the perusal of table-3, it is seen that co-relation between academic achievement motivation and social, emotional and socio-emotional school environment of adolescents is 0.42, 0.47 & 0.54. This value is more then 0.0877 (0.05 level). Therefore the relationship is significant, which shows that the null hypothesis (Ho: 3) is rejected. Thus there is a positive and significant co-relation between academic achievement motivation and socio-emotional school environment of adolescents.

Discussion: - Results (Table-1, 2 & 3) disclose that a significant co-relation exists between academic achievement motivation and socio-emotional school environment of adolescents. This shows that the socio-emotional school environment affects academic achievement motivation of adolescents. Socio-emotional school environment can either impede or support motivational learning. It also provides motivational information on assessment instruments for measuring school environment. Ahluwalia (1985) and Hamilton (1995); have similar results that school environment of adolescents’ influences academic achievement motivation directly and indirectly. It can be said that the socio-emotional school environment is deciding factor in the academic achievement motivation of adolescents.

Conclusion: - The conclusion of the study are as follows:-

1- There is a significant relation between academic achievements motivation and socio-emotional school environment of male adolescents.

2- There is a significant relation between academic achievement motivation and socio-emotional school environment of female adolescents.

3- There is a significant relation between academic achievement motivation and socio-emotional school environment of adolescents (total).

Educational Implications: - Competition has been used as motivating influence during the entire history of pedagogy so socio-emotional school environment can play a crucial role in developing academic achievement motivation by the following ways:-
Create a warm, orderly environment in the classroom and in school. The conducive environment develops academic achievement motivation among adolescents and avoids higher stress and disorganization.

Focus attention on desired educational goals and make clear understanding of academic achievement motivation in life.

Teachers encourage the development of positive motive and make it clear to the adolescents that new motives will improve their self image.

Emphasize upon the fact that new motive is an improvement of prevailing educational value.

Help adolescents to set and attain realistic educational goals and provide incentives and motivate them if necessary.

Make an effort to develop conducive socio-emotional environment in the classroom so that every adolescent should feel elevated and feel a sense of belonging to higher group of adolescents.

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