



A STUDY OF ACHIEVEMENT MOTIVATION AMONG CHILD LABOUR AND REGULAR SCHOOL GOING STUDENTS

Dr ANIL BANSHIDHAR WAGH

Assistant Professor & Head,
Dept. of Psychology,
Dagdojirao Deshmukh Arts, Commerce and
Science College, Waluj, Aurangabad.
Mb. 9923809407
E-mail dr.anilwagh7@gmail.com

ABSTRACT

The present study aims to determine the status of Achievement motivation among child labour and regular school going student.. The sample consist of 100 subject 50 child labour 50 regular school going students. Total sample select in to the national Child labour project from Jalna dist. in Maharashtra. The subject selected in the sample was in the age group of 09 to 16 who are living in urban areas only. Standardized Psychological Tools was used for data collection that is Achievement motivations Scale. After done of scoring data were treated as two way analysis. The results indicate that child labour and regular school going students thus differ from each other significantly on the Achievement motivation. According to mean values the regular school going children having high Achievement motivation than the child labour. The 'F' ratios indicate that there is significant difference between male and female of both child labour and school going students on Achievement motivation.

Key words: Child labour Achievement motivation,

Introduction:-

"Child labor" is, generally speaking, work of children that harms them or exploits them in some way (physically, mentally, morally, or by blocking access to education). But There is no universally accepted definition of "child labor". Varying definitions of the term are used by international organizations, non-governmental organizations, trade unions and other interest groups. Writers and speakers don't always specify what definition they are using, and that often leads to confusion.

In pursuit of India's development goals and strategies, A National Child Labour Policy, was adopted in 1987. The national policy reiterates the directive principle of state policy in India's Constitution. It seeks to focus on general development programs to benefit children wherever possible and have project based action plans in areas of high concentration of child labour engaged in wage/quasi-wage employment. The National Child Labour Policy was adopted following the Child Labour Act, 1986.

Instead of having temper tantrums, however adolescents express their anger by sulking, refusing to speak, or loudly criticizing those who angered them. Adolescents also become envious of those with more material possessions. While they may not



complain and feel sorry for themselves, as children do, they are likely to take a part-time job to earn money for the material possessions they crave or even drop out of school to get these things.

The forces and expenditure of effort acting on or within a person that cause that person to behave in a specific, goal-directed manner. Motivation of people depends on the strength of their motives. Motives are defined as needs, wants, drives, or impulses within the individual. Motives are the "whys" of behavior.

Motivational theories dealing with the needs of employees fall under the general rubric of Content Theories of Motivation. Content theories posit that workers' behaviors are a function of the workers' abilities to satisfy their felt needs at the workplace. A basic assumption of all need theories is that, when need deficiencies exist, individuals are motivated into action in order to satisfy them. The best known of the **Content Theories** of Motivation is Maslow's Hierarchy of **Needs**. (Abraham Maslow) Maslow's Hierarchy of Needs is based on the assumption that people are motivated by a series of five universal needs. These needs are ranked, according to the order in which they influence human behavior, in hierarchical fashion.

1. Achievement motivation

Motivation research has long considered human motives and needs. However, isolating people's motivational needs can be a difficult process because most people are not explicitly aware of what their motives are.

In attempting to understand employee motivation, Abraham Maslow proposed a hierarchy of needs. David McClelland furthered this idea in his learned needs theory. McClelland's experimental work identified sets of motivators present to varying degrees in different people. He proposed that these needs were socially acquired or learned. That is, the extent to which these motivators are present varies from person to person, and depends on the individual and his or her background.

McClelland's experiment -- the Thematic Apperception Test (TAT) -- consisted of showing individuals a series of pictures and asking them to give brief descriptions of what was happening in the pictures. The responses were analyzed in terms of the presence or absence of certain themes. The themes McClelland and his associates were looking for revolved around the following motivators: achievement, affiliation and power. According to David McClelland, regardless of culture or gender, people are driven by three motives: Achievement, Affiliation, and Influence. Since McClelland's first experiments, over 1,000 studies relevant to achievement motivation have been conducted. These studies strongly support the theory.

● **Objective of the study:**

- I. To investigate the level of Achievement Motivation among child labour and regular school going student.
- II. To investigate the level of Achievement Motivation among male and female student..

● **Hypothesis:**

- I. There will be significant difference of Achievement Motivation between Child labour and regular school going student.
- II. There will be significant difference of Achievement Motivation between male and female student.



- **Variable:**

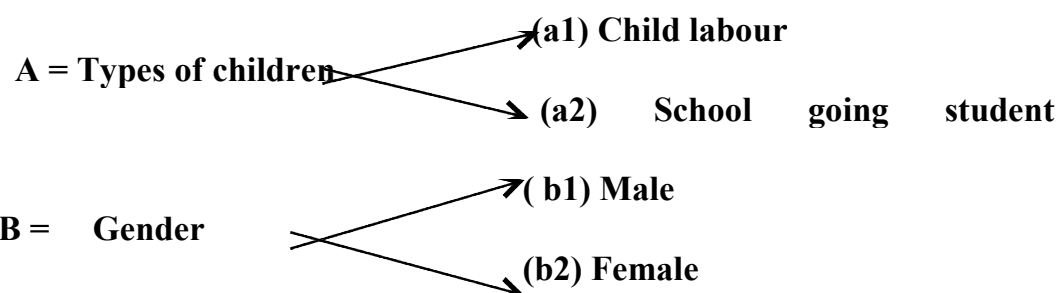
In the present study there are three variables was treated as dependent and independent variables. Achievement Motivation the dependent variable and type of the children and Gender these are independent variables.

The independent variables of Gender are natural dichotomous variables with two levels: Male and female. Type of children is second independent variables with two type: regular school going children and child labour.

- **Design:**

2×2 factorial design was used for research.

	A1	A2
B1	a1+b1	a2+b1
B2	a1+b2	a2+b2



Methodology

- **Sample:-**

The sample consist of 100 subject 50 child labour included that 25 male and 25 female, 50 regular school going student. included that 25 male and 25 female. Total sample select in to the Indus Child labour project from Aurangabad dist. in Maharashtra. The subject selected in the sample was in the age group of 9 to 16 who are living in urban areas only.

- **Tools:**

In the present study following psychological tests will be used for data collection.

1. Achievement Motivation scale

This test developed by Dr. (Mrs.) Pratibha Deo. The prepare present scale, an effort was made to study factors suitable for measuring the achievement motivations. A part from the standard of excellence, unique accomplishment and long term involvement, indicating achievement imagery suggested by McClelland and Atkinson, the following factors were classified as cues of achieve imagery. All this factors were accepted for providing the basis to prepare the item in the scale of achievement



motivation. To sum of items for the scale were based on i) academic factors, ii) factors of general interest and iii) factors of social interests.

The manual reported that the test-retest method was applied to obtain the reliability coefficients of the scale. Taking difference set of sample the administrations of the scale was reported on several occasions. The mixed group reliability .69 was found. The coefficient of correlation between the scale and projective test was observed to be .64 which speaks for the validity of the scale also, the validity being of the concurrent nature.

● Procedure of Data collection:

The Personal data sheet and Achievement Motivation Scale were administered to four groups of 50 children each in their leisure time after they finish their daily classes by the researchers with the help of some of his colleagues. Students were instructed according to the instructions and procedures given in the test manual. Students filled their personal information about sex, age and area of residence on the PDS form. They responded directly on the test. The total time taken for administrations including time for instructions and explanations was Half hours. The PDS and Achievement Motivation Scale were collected. The scoring for Achievement Motivation Scale was done according to the procedure describe in the test manual.

After the completion of scoring, appropriate list and tables were prepared for recording row scores and their totals. Data sheets for Achievement Motivation Scale were prepared for statistical analysis.

● Result & Discussion:

The sample for statistical analysis consisted of 100 subjects. For the each subjects, initially data of each group were separately tabulated by employing descriptive statistics. The statistical analysis was mainly consisted of factorial analysis of two way analysis of variance.

Table No. 1

Mean & S. D. of Achievement motivation Child labour and regular school going student.

Group	Mean	SD
Child labour	115.20	12.58
Regular school child	129.26	12.87
Male	125.84	12.95
Female	118.44	15.22

Graph No. 1 - Mean & S. D. of Achievement motivation Child labour and regular school going student.

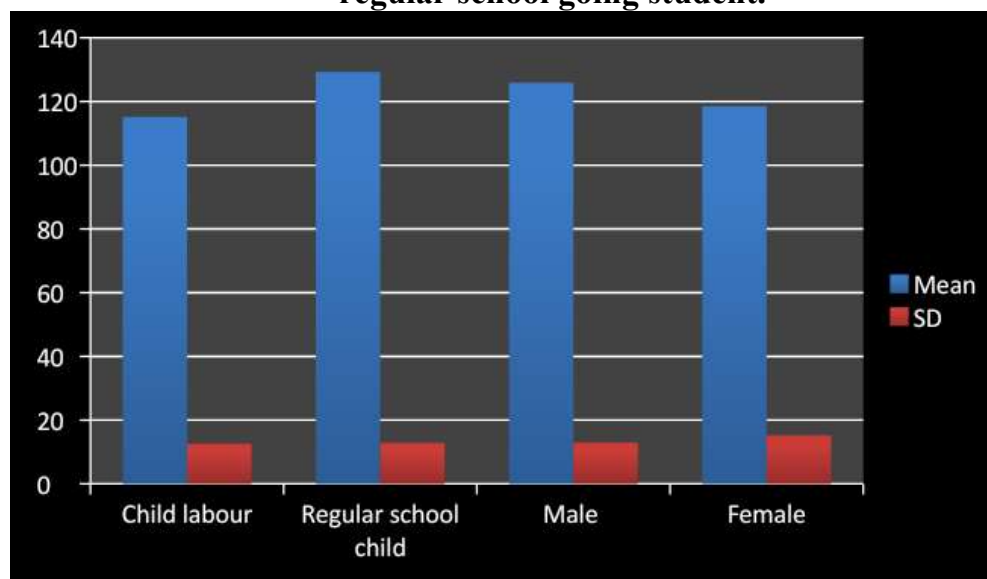


Figure shows mean and SD values of Achievement motivation form child labour and Regular school going children's. It indicates that mean value of Child labour found 115.20 and SD 12.58 is comparatively small than mean value of regular school going children 129.26 and SD 12.87 on Achievement motivation. According to mean value regular school going children have less mean value than child labour mean values, but according to Achievement motivation scales manual high score indicate low Achievement motivation and low score high Achievement motivation. So that the according to mean value by manual regular school going children's high Achievement motivation than the child labour

Table - summary of the 2×2 ANOVA for Achievement motivation

Source	Type III Sum of Squares	df	Mean Square	F
Type of children	5069.440	1	5069.440	35.155**
Sex	1369.000	1	1369.000	9.493**
Type of students * Sex	676.000	1	676.000	4.688**
Error	13843.600	96	144.204	
Total	1512776.000	100		

* Significant at 0.01 level (df=1,96)=4.82 level=3.09

** Significant at 0.05



The table shows that subjects from Type of children differ significantly among themselves on the dependant variable achievement motivation. A summary of two way ANOVA shows that main effect Type of children is highly significant ($F= 35.15$, df 1 and 396, $p< .01$). According to these result hypotheses no.1 there will be significant difference of Achievement Motivation between Child labour and regular school going Child. was accepted.

According to summary of ANOVA, the hypothesis no.2 there will be significant difference of Achievement Motivation between male and female child. was accepted. Result of ANOVA showed that main effect 'A' and main effect 'B' function independently. Interaction $A \times B$ is significant ($F= 4.68$, df 1 and 96, $P > 0.01$).

Conclusions:

1. There is an effect on child labour on their Achievement motivation
2. The child labour students low on Achievement motivation than the other students' e.g. regular school going children.
3. There is gender wise difference on Achievement motivation. Female students more Achievement motivation than male students.

References:

1. Ashforth, B. E., & Tomiuk, M. A. (2000). Emotional labour and authenticity: Views from service agents. In S. Fineman (Ed.), *Emotion in organizations* (2nd ed.) (pp. 184-203). Thousand Oaks, GA: Sage.
2. Bhatnagar, J. K. and Sharma, M., 1992, A study of the relationship between parental education and Academic Achievement in a semi rural setting. *Psy. Stu.*, 37(2): 126- 129.
3. Bidlan, J.S., 2004, Self-esteem Attribution and achievement – A study of gender differences. *Natl. Acad. Psy.*, 49(4): 282-286.
4. Carmichael, L. (1968) *Manual of Child Psychology*. Wiley Eastern Pvt. Ltd, New Delhi.
5. Gilligan, c. (1982) *in a different voice* (cambridge: harvard up). gramzow, r.h., a.j. elliot, e. asher & h.a. mcgregor (2003) 'self-evaluation bias and academic performance: some ways and some reasons why', *journal of research in personality* 37, 41–61.
6. Kailash Satyarth, 2006, Review of child Labour, Education and Poverty Agenda, Indian Country Report, Global March Against Child Labour International Secretariat, E-868, C. R. Park, New Delhi-110 019, India
7. Singh, H., 1987, An investigation into the study habits of scheduled caste adolescents in relation to their intelligence and achievement motivation. *J. Inst. Edu. Res.*, Sept., 11(3): 25-29.
8. Singh, H., 1989-90, An investigation into the Study habits of scheduled caste adolescents in relation to their sex and achievement motivation. *J. Edu. Psy.*, 47(1-2), April-July, 21- 25.