ACADEMIC ACHIEVEMENT MOTIVATION OF SLOW LEARNERS IN RELATION TO GENDER, PARENTAL EDUCATION AND FAMILY INCOME

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Abstract

Motivation is defined as an internal drive that activates behavior and gives it direction. The term motivation theory is concerned with the processes that describe why and how human behavior is activated and directed. It is regarded as one of the most important areas of study in the field of organizational behavior. The present study was conducted on 211 slow learners from Ranga Reddy district of Telangana State. The result reveals that there was a significant difference in academic achievement motivation with respect to gender, Parental educational and family income among slow learners.

Keywords: Slow Learners, Perception, Academic Achievement Motivation.

Introduction

For every individual student there is a variable driving force. In fact, it is not just a single factor, but a combination of factors that lead students / people to achieve their goals. The fact is that with routine monotony steps in everything seems like stagnant water. It feels like there is nothing new. The word motivation is coined from the Latin word *movere*, which means to move. Achievement signifies accomplishment or gain or a performance carried out successfully by an individual (or) group. Thus achievement means all those behavioral changes which take place in the individual as a result of learning experience of various kinds. Academic achievement (or) scholastic achievement means the attained level at which the student is functioning in school tasks, which is measured by school marks. Academic achievement is of paramount importance particularly in the present socio-economic and cultural contexts. Obviously, in the school great emphasis is placed on achievement right from the beginning of formal education.

Slow Learners

Students with below average cognitive abilities whom we cannot term as disabled are called slow learners. They struggle to cope with the traditional academic demands of the regular classroom. Actually, slow learners are normal students but the problem is that they are simply not interested in studying under traditionally accepted system of education

The school has its own systematic hierarchy which is largely based o achievement and performance rather than ascription or quality. The school performs the function of selection and differentiation among students on the basis of their scholastic and other attainments and opens out avenues for advancement, again, primarily in terms of achievement. The students at school are usually trained to accept the hierarchy based on achievement. This helps the child to be released from the family status in certain ways. Students, who are quick and eager to learn most probably, effectively manage academic-related problems in school and consequently obtain higher grades than their peers with lower cognitive abilities.

Factors that Influence Academic Achievement
Showing factors influencing related to academic achievement
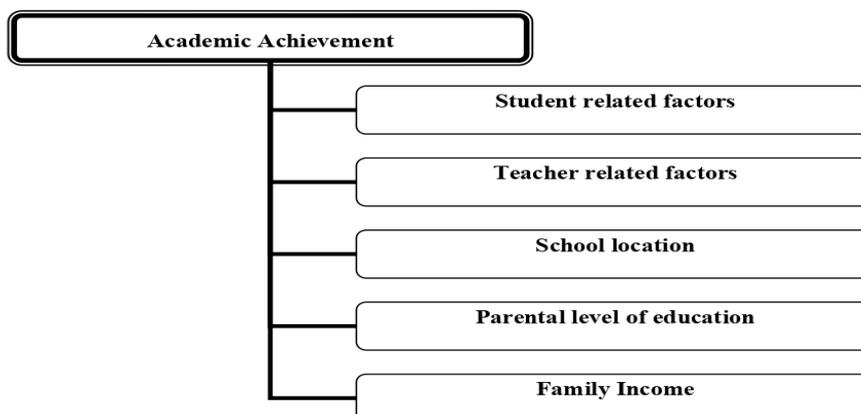
Few other factors which influence the academic achievement are

The factors influencing student's academic achievement are

❖ Student related factors
❖ Teacher related factors
❖ School location
❖ Parental level of education
❖ Family Income

Socio Economic Status (SES): Socio-economic status is determined by an individual's achievements in education, employment and occupational status and income and wealth. Recent many studies make it clear that children from low SES families are more likely to exhibit the following patterns in terms of educational outcomes compared to children from high SES families:

⬥ Have lower levels of literacy, numeracy and comprehension;
⬥ Have lower retention rates
⬥ Have lower higher education participation rates
⬥ Exhibit higher levels of problematic school behaviour
⬥ Are less likely to study specialized math's and science subjects;
⬥ Are more likely to have difficulties with their studies and display negative attitudes to school and
⬥ Have less successful school to labour market transitions.

Type of School: Students from independent private schools are also more likely to achieve higher end of school scores. While school related factors are important, there is again an indirect link to SES, as private schools are more likely to have a greater number of students from high SES families, select students with stronger academic abilities and have greater financial resources. The school effect is also likely to operate through variation in the quality and attitudes of teachers. Teachers at disadvantaged schools, for instance, often hold low expectations of their students, which compound the low expectations students and their parents may also hold.

Family Structure: Socio-economic status may also be linked to family structure. As most of the parent families on average have lower levels of income, are headed by parents with lower educational attainment and are less likely to be in the labour force, children from these families are likely to have lower educational performance. Few other factors in sole parent families that are likely to adversely affect educational outcomes of children compared to those from two-parent families are said to include:

⬥ Reduced contact between the child and non-custodial parent;
⬥ The custodial parent having less time to spend with children in terms of supervision of school-work and maintaining appropriate levels of discipline
⬥ The lack of an appropriate role model, especially for males;
⬥ Increased responsibilities on children such as childcare roles, domestic duties which impede the time available for school work and
⬥ The nature of parent-child relationships in sole parent families may cause emotional and behavioural problems for the child.

Objectives

1. To find the academic achievement motivation of slow learners in relation to their gender.
2. To find the academic achievement motivation of slow learners in relation to their Father's Education
3. To find the academic achievement motivation of slow learners in relation to their Mother's Education
4. To find the academic achievement motivation of slow learners in relation to their Family income.

Hypothesis

Hypothesis – 1: There is no significant difference in academic achievement motivation of slow learners in relation to their gender.

Hypothesis – 2: There is no significant difference in academic achievement motivation of slow learners in relation to their Father's Education

Hypothesis – 3: There is no significant difference in academic achievement motivation of slow learners in relation to their Mother's Education

Hypothesis – 4: There is no significant difference in academic achievement motivation of slow learners in relation to their Family income

Sample of the study

For the present study, simple random sampling technique was adopted. A random sample of 400 primary school children from over all 16 Government and Private Primary Schools located in Rangareddy districts were selected for the present study, and among the 400 primary school children 211 students were identified as Slow learners for the present study which constituted the sample. Thus, the sample of the study was 211 students.

Research Tools

This study was conducted in two phases.

Phase -1

➤ Identification of Slow learners
➤ In the phase -1 the researcher was select 16 schools (only 4th standard 400 students) for selection of slow learners based on GLAD test
➤ After performing GLAD test the students were selected based on the scores of GLAD test. After Completion of the students were identified three categories, i.e, Slow, Moderate and High achievers. From the total sample 211 students were Identified as slow learners, 175 were moderate and few (14) were High achievers.
➤ For this study from total sample 211 students were identified as slow learners.

Phase-2

The following assessment tools was administer on identified slow learners students who are identified by GLAD test, i.e, 211 students were selected for the study.
The following tools was used in the present study
1) Grade level assessment device for children with learning problems in schools prepared by Jayanthi narayan. For screening purpose.
2) Academic achievement motivation test by T.R.Sharma

Analysis and Interpretation

To test the above hypothesis, one-way ANOVA was employed to find out the mean score differences among the sample with respect to gender, education and family income. Results of the statistical computation were as follows:

Hypothesis – 1: There is no significant difference in academic achievement motivation of slow learners in relation to their gender.

Academic achievement motivation based on gender
Table 1.1: Showing Academic achievement motivation based on gender

Gender	N	Mean	SD	df	F	Sig.
Boys	107	22.00	2.96			
Girls	104	22.18	3.46	1,209	0.170	.681
Total	211	22.09	3.21			

Academic achievement motivation: In Academic achievement motivation, the mean score of boys was 22.00 and that of girls was 22.18. The obtained F value 0.170 with a df of 1, 209 was found to be statistically not significant.
However, the difference in the mean scores, gives the inference that the performance of girl students seems to be better than boys in Academic achievement motivation.
It was clear from the above table that F value for slow learners with academic achievement motivation came out to be 0.170, which was not significant.
Hence the hypothesis, which states that 'There is no significant difference in academic achievement motivation of slow learners in relation to their gender', is **accepted**.

Hypothesis – 2: There is no significant difference in academic achievement motivation of slow learners in relation to their **Father's Education**
Table 1.2: Showing Academic achievement Motivation based on Father's Education

Father's Education	N	Mean	SD	df	F	Sig.
Illiterate	51	22.33	3.19			
Up to SSC	94	21.69	3.20			
Up to Degree	56	22.80	3.10	3, 207	2.25	0.15
PG and Above	10	20.60	3.40			
Total	211	22.09	3.21			

Academic achievement motivation: In Academic achievement motivation, the means scores obtained for Illiterate was 22.33, Up to SSC was 21.69, Up to Degree 22.80 and PG and above were 20.60 respectively. The obtained F value 2.25 with a df 3, 207 was found

to be statistically not significant. Based on the mean scores, we may conclude that, the students of fathers who were educated up to Degree appear to be better than others.

It was clear from the above table that F value for slow learners with academic achievement motivation came out to be 2.25, which was not significant. Hence the hypothesis, which states that 'There is no significant difference in academic achievement motivation of slow learners in relation to their fathers education', is **accepted**.

Hypothesis – 3: There is no significant difference in academic achievement motivation of slow learners in relation to their **Mother's Education**

Table 1.3: Showing Academic achievement Motivation based on Mother Education

Mother's Education	N	Mean	SD	df	F	Sig.
Illiterate	29	22.01	2.89			
Up to SSC	77	21.90	3.26			
Up to Degree	64	22.03	3.32	3, 207	0.422	0.737
PG and Above	41	22.68	3.21			
Total	211	22.09	3.21			

Academic achievement motivation: In Academic achievement motivation, the means scores of mother obtained for Illiterate, Up to SSC, Up to Degree and PG and above were 22.01, 21.90, 22.03 and 22.68 respectively. The obtained F value 0.422 with a df 3, 207 was found to be statistically not significant. Though, the difference in the mean scores, gives the inference that, the students of mothers who were PG & above appear to be better than others in academic achievement motivation. It was clear from the above table that F value for slow learners with academic achievement motivation came out to be 0.422, which was not significant. Hence the hypothesis, which states that 'There is no significant difference in academic achievement motivation of slow learners in relation to their mothers education', is **accepted**.

Hypothesis – 4: There is no significant difference in academic achievement motivation of slow learners in relation to their **Family income**

Table 1.4: Showing Academic achievement motivation based on Family income wise

Family income	N	Mean	SD	df	F	Sig.
Up to 10,000	53	22.35	2.98			
10,001 to 50,000	128	22.13	3.35	2, 208	0.821	0.44
Above 50,000	30	21.43	2.96			
Total	211	22.09	3.21			

Academic achievement motivation: In Academic achievement motivation the obtained mean scores for Rs. Up to 10,000, Rs.10001/- to Rs.50, 000/-, and Rs.50000/- & above were 22.35, 22.13 and 21.43. The obtained F value 0.82 with a df of 2, 208 was found to be statistically not significant.

However, it may be inferred that students belonging to families whose monthly income is up to Rs.10001/- appear to be better than others in Academic achievement motivation

It was clear from the above table that F value for slow learners with academic achievement motivation came out to be 0.821, which was not significant. Hence the hypothesis, which states that 'There is no significant difference in academic achievement motivation of slow learners in relation to their family income', is **accepted**.

Conclusion

The good functioning and effectiveness of any educational system is gauged to the extent that the students involved in the system achieve the objectives framed by the institution or system designed, whether it be in cognitive, conative or psychomotor domain. In general terms, achievement refers to the end product of an educational programme. The goal of every educator, a teacher or an administrator in terms of education is to enhance the cognitive abilities through conducting various activities based on divergent thinking, creativity product abilities, immediately memory span, academic achievement motivation and relevant academic achievement activities. The result reveals that there is a significant difference in academic achievement motivation among slow learners with respect to gender, parental education and family income.

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