

ACHIEVEMENT MOTIVATION AMONG COLLEGE STUDENTS': A COMPARATIVE STUDY OF SOCIOECONOMIC STATUSES.

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ABSTRACT

Objective of this study was to understand if correlation between socioeconomic status and achievement motivation existed.

Sampling & Research method: Results of Deo-Mohan achievement motivation scale were used and correlated with Dr. Janbandhu's socio-economic scale. Out of 189 respondents, 80 college students (N=80) were administered both the scales. Karl Pearson and Regression statistics was applied to the results obtained.

Result: Correlation value is 0.82 indicating that a strong positive correlation between Socioeconomic Status has with academic achievement motivation of college students.

Conclusions: The study has resulted in demonstrating how socioeconomic status of students influences ones who hail from high, moderate and low socioeconomic statuses. Students belonging to high socioeconomic statuses have higher desires for academic achievement when compared with students from average or low statuses.

Suggestion: Students belonging to lower socioeconomic status should be identified and provided with unique classroom experiences with teachers at an early age in order to help them develop higher levels of motivation to perform competitively. (Reardon S. F., (2003).

Limitations: Study was conducted with undergraduate students in age group of 18-21 years who were pursuing higher education.

Scope: Similar studies can be conducted in tier 1, tier 2 and tier 3 cities with students pursuing professional advanced studies like MBA or Engineering.

Keywords: Socioeconomic status, Achievement Motivation, self-determination theory.

INTRODUCTION

In today's scenario our education plays a VITAL role in improving living standards of students and all humans which also works out to be a highly imminent tool of overall growth in any and every field within a country. Emphasising the prominence of education, in India, the Kothari Commission (1964-66) emphasised that edification is single-handedly, one of the most important tool supports the ecosystem and brings about a change in the economic and social growth of India and to a large extent, the world. Based on massive developments within the science as well as the constantly upgrading of technology, the education determines the level of prosperity, welfare and security almost every person living. India is one of the countries in the world that has one of the largest ecosystems of education for all within the early childhood to higher or adult levels. Adult education that falls in the age group of 16 to 40 years of age has been intended to dilute remove illiteracy mainly. By providing with such informal type education it can be easily projected that the efforts to augment the universalization of basic education systems as well as vocational education will result in diversification in the education ecosphere.

The school level education includes the following: pre-primary, primary, secondary and higher secondary levels. Students, every academic year, may have the desire to achieve their desired goals, but feel that the achievement has little or no value and also feel that it is not worth the effort or time. Others may run the fear that they are incapable of completing the required task, so they do not even begin. Thus the unconscious acceptance and conclusion is that it is fine if the students receive lower grades rather than attempting to prove their inability demonstrate their success in completing the task

Researchers, Atkinson and Feather (1966) put forward that Achievement Motivation is an unconscious cognitive process in which it is decided to how, what and how not to act.

In these dynamically updating and evolutionary eras of internet, gen-x and gen-y that's been constantly emerging and introducing a plethora options and opportunities in all dimensions of human life, education and careers area. The fundamental mechanism of how family Socioeconomic Status (SES) works on academic achievement motivation largely remains unclear and is therefore an important area of study. In this study, I examined the relationship between socioeconomic status and academic achievement motivation among students pursuing higher education in India. Socioeconomic status (SES), is a directory of a person's social status within a society and is one of the most extensively studied subject in the social sciences. Usually socioeconomic status is measured together with education, professional status and corresponding income along with the individuals asset relatively within a society (Conger, (2007). Compared to children and adolescents growing up in families with

high socioeconomic statuses, those growing up in families with low socioeconomic statuses demonstrated an increased health risk, despair, disorders of conduct and behaviour and associated anxieties. Copious amount of studies have associated socioeconomic status with the IQ level and academic achievement of children (Chen, Matthews, & Boyce, (2002),

Achievement motivation

There are students who strongly desire to achieve success in any task or the difficulties they may encounter in completing it. Conversely, there are other students who, even though they feel a need for success, often equate value or worth of the task before trying to do it. Based on their perceptions, if the student feels that the task has little or no value, the student may choose not to do the task, even though they may be capable of succeeding in doing it (Atkinson, (1974). Then there is this other group of students, who may or may not be as talented or skilled, toil on with their tasks, some achieving success while others not. Then there is a third group who choose not to do the task as they may not be confident or may be fearful of being unable to accomplish the task because of their own fear of failure or humiliation of not being able to complete the task at all.

Achievement Motivation is accepted as a principal condition and strong motive to achieve desired something. Achievement motivation is characterized by a strong desire associated with high energy levels, ambition, and independence. Achievement Motivation is an unchanging learned trait in which gratification comes from determination, a drive to excel in learning tasks and achieving a highest level of excellence.

Researcher (Murray H. A., (1938) can be considered as father of Achievement Motivation as he had introduced the concept. It was much later in David McClelland and Atkinson three factor theory or theory of need presented in the 1960's, focussed on the studying achievement motivation. There are individuals who strive for excellence in any or their own field for achieving irrespective of the rewards. Such individuals are considered to have a high need for achievement and labelled as n-achievement for convenience and understanding. Therefore, according to the three factor or need theory, the achievement need or n-Ach may be referred to as ones yearning to do unique things independently, swiftly and accomplish challenging things, to manipulate and master human beings or ideas as per owns perceptions organize physical objects, accomplish a high standard to excel oneself and surpass others to increase self-regard.

The study of relationship achievement motivation as well as academic motivation has been the one of the primary objectives of several researchers. The theory of achievement motivation stems from and is the related to interaction of personality and the immediate environment. It can be

considered as a modern element of aspiration, efforts and persistence of performance related expectations of an individual that has a likelihood of being evaluated and labelled as either a failure success or success relative to the standards of excellence. According to (McClelland D. C., 1965) when the schools or universities express their high concern for excellence for the students, the potential of considerable amount of progress increases Multifood. Students are instrumental in development of any country. Therefore, in a way, a country's progress depends upon its students. Education or achievements of youths play a vital role in the country's overall development. Researcher (Elliot, 2005) established that human motivation or achievement motivation has a relationship with each other and are effective in classroom learning. Achievement motivation is anticipation of finding satisfaction of accomplishing the desired goals even if they are of difficult and challenging nature. The field of education also stands for a student's pursuit of quantitative grades or marks, participation and performance in winning all competitive events during college education tenure. Thus the consistent driving force for an individual to achieve success and excel in any given or competing situation is Achievement Motivation.

Achievement is an important and key factor for personal and social progress one's approach to a competing performance evaluation-based task that can be compared according to some internally or externally obligatory standards Smith (1969). Educational ecosystem revolves around academic achievements of students within the institution. The learnings of students depend on various physiological, psychological, socio-cultural and socio-economic factors (Heckhausen., (1967). Individual differences in the mental abilities results in diversity among students in their academic achievement. Apart from mental abilities, some other factors such as personality traits, interests, desire for achievements, motivation can also be considered as central determinants of education. Motivation can safely be considered as a paramount factor in academic achievement.

Social status

Social Status of a person in a society is measured by the amount social connectedness, honour, assumed competence, and deference accorded to an individual, groups, and organizations. Widely shared beliefs forms status about who members of a society think holds comparatively more or less social value, in other words, who they believe is better in terms of competence or moral traits (Sedikides & Guinote, 2018). Social status is also considered to be a relative rank held by an individual in a social hierarchy based upon reputation, achievements, wealth, position and honour. Status in a society can also be earned or assigned to individuals upon birth and without any reference to born characteristics or achieved capabilities that requires special qualities that the individual may have gained through competition and individual effort. Assigned status can be based on an

individual's sex, age, race, family relationships, or birth order are grouped as assigned status whereas, education, occupation, marital status, accomplishments are termed as achieved status.

Affiliation

The dire need to belong, be loved and socially accepted are termed as affiliation. Individuals within a society usually have an extraordinary need to be affiliated and are likely to be highly motivated by being liked and accepted by others. Individuals like to socially accept with their tendency to participate in social get together and at times can be uncomfortable with development of conflicting situations.

Power

The need to exercise control on self, own work and to a large extent, control others and others work can be termed as power. Such people who are desirous of power tends to exercise their influence by coercion or compulsion as their aspirations for higher positions comprising of status, wealth and authority tend to be their main concerns and can be considered as their effective work performance.

Economic Status

Economic status passes on from parents to their descendants. The continuation across generations of a family's social class, or their position in the distribution of income, is generally thought to reflect the combined effects of the hereditary and cultural spread of traits, such as cognitive functioning, that contribute to economic success, as well as the inheritance of income-enhancing group memberships and property (Krueger, 1994). Economic status may be measured in distinct categories namely, membership in hierarchically ordered classes or continuously, by earnings salaries, income (earnings plus income from property and other sources), an occupational prestige index, or wealth.

Socioeconomic status

The economic and social standings of an individual or group of individuals in terms of “social economics” is broadly studied by (Murray E. M., 1989). The term “Socio” is derived from “social” which depicts the fitment of people with their ways and connectedness into their community. The term “Economic” refers to the individuals financial standing of an individual which is measured in relation in the society, income worth of the individual and “how much asset the individual and the family has” (Kortenhaus, 1993) .

Taking this explanation, it can be established that an individual's and family's Socioeconomic Status is a combination and sum total of economic and social total asset worth. The socioeconomic

work experience, economic and social position relative to others is based on income and education, and occupation. Researchers Marmot & Michael, (2004) suggested that if one were to analyse a family's social economic status, the household income, earners' education and occupation are examined, as well as combined income, versus with an individual, when their own attributes are assessed and classified into the individual's standings in a society or group. It is often measured as a combination of education, income and occupation. Simply put, socioeconomic status (SES) is used to refer to social, economic, and work status of individuals in reference to education, income, employment). Individuals who have limited resources and privileges like educational achievement, household income or assets are usually referred to belong to low socioeconomic status or SES. Examinations of socioeconomic status often reveal inequities in access to resources, plus issues related to privilege, power and control. The word status suggests social level on a hierarchical scale. People may be said to be on higher positions when they are able to control other people's conduct, by order or by influence, or on their ability to derive prestige from holding important offices; or when their conduct is revered by others (Mills, 2019). Education, occupational status and income are the most widely used indicators of socioeconomic status (SES). Income has been used widely as a measure of SES, with the most typical income-based measure being a household's total earnings or income, measured over some period of time namely annual income or income generated over 12-month period measurement.

Socioeconomic status (SES) includes income, fulfilment of educational needs, financial security, and social security, individual discernments of social status, psychological health and social class. Socioeconomic status also includes the profusely quoted terminology "quality of life" as well as the predictions and liberties afforded to people within the society. Poverty alone cannot be considered as the single most factor but rather is considered as multiple physical and psychosocial stressor. Further, socioeconomic status including physical and psychological health is an unfailing and reliable predictor of a vast array of results across the life span. Thus, socioeconomic status or socioeconomic status is relevant domain of behavioural and social science, including research, practice and education. Research shows that a child from the low socioeconomic status family and communities may develop academic skills which may not be as robust or better than a similar aged child from the higher socioeconomic status group (Morgan, Farkas, Hillemeier, & al., 2009).

Achievement

Achievement is a need to accomplish and demonstrate own competence People with a high need for achievement, prefer tasks that provide for personal responsibility and results based on their own efforts. They also prefer quick acknowledgement of their progress. Achievement is seen as

concrete and situation specific that elucidates a specific aim or direction of a person's pursuits and motivation provides an important fuel and fire to fulfil the associated cognitive behaviours, such as planning, organization, decision-making, learning, and assessments. Need for achievement and the drive to achieve i.e the motivation varies from one student to another, it may help understand the motivations or drivers in each and every student in their planning of activities, standings, identify and distinguish between the students with high achievement desires from students with low desires of achievement as well as from all who are motivated by their need to avoid failure. For every individual there is a variable driving force. In fact, it is not just a single factor, but a combination of factors that lead people to achieve their goals (Singh.K, 2011). Therefore achievement can be referred to as the individual's competence relative to one's knowledge and resulting performance thereof. Accordingly, to reach a targeted level of performance it becomes important to utilize ones own complex cognitive tools like strategies and skills. The relationship between achievement and its alternative constructs such as achievement in a family atmosphere, socioeconomic status, country and ethnicity are flexible and others like achievement and aptitude are more fixed. (Algarabel & Dasí, 2001).

Achievement goals and emotions are crucial determinants of students' learning processes. They have an impact on academic outcomes and the interaction between achievement goals and affect in academic settings has been a part of many achievement goal theories (Hulleman, 2010). Research on achievement has been a historic tradition in the setting of educational research and has resulted in the development of various conceptual models. Furthermore, developments in achievement goal have led to changes in how striving for competency is defined. In today's parlance, a goal is defined as "a future-focused cognitive representation that guides behaviour to a competence-related end state that the individual is committed to either approach or avoid". For example, the memory of the school years, some students worked hard and performed well in their exams, thus proving higher achievement goals. In contrast, many other students were not intensely worried about their academic performance hence did not study thus landing them with poor performance in exams, which meant low motivation for achievement goals (Schrager, 2010).

Achievement goals are signs of the thinking process that guides behaviour to a competing related future end state. Prevailing theories and empirical results advocate that success in achievement goals have high relation to life's satisfaction. However, the association between achievement goals and life satisfaction remains in the unfamiliar grounds within the psychology literature.

The terminology, academic achievement, implies performance results that specify the degree to which one wishes to have accomplish specific goals within the engaged activities in instructional situations, undeniably in their educational settings. The educational ecosystems define intellectual goals can be applied across diverse range of educational or extra curriculum subjects including critical knowledge acquisition, thinking and understanding of constructs such as numeracy, literacy, science, history and much more. Thus, academic achievement is a multi-layered construct which includes several realms of learning. The meaning of academic achievement is extremely open ended and wide as it covers a broad spectrum of educational results. Academic achievement may have its definition depending on the pointers that are used to measure it. Within the many principles that specify academic achievement, there are universal indicators such as practical and declarative knowledge assimilated in an educational system, more curricular-based criteria such as grades or performance on an educational achievement test, and combined pointers of academic achievement such as educational grades, degrees and certificates. Commonly all principles of achievement motivation represent intellectual accomplishments and thus mirroring intellectual capacity of a person. The academic achievements are usually assessed by the GPA (grade point average) or by standardized assessments that are intended for selection purposes such as the SAT (Scholastic Assessment Test) which determines whether a student will be getting an opportunity to continue to further education. Besides the relevance for an individual, academic achievement is of greatest importance for the person's individual success as well as the wealth of a nation and its prosperity (Ricarda Steinmayr, 2014).

Student achievement

Student Achievement can be defined as the extent or amount of academic content a student learns in a given time frame. Every instructional levels have specific standards that educators must teach their students. Everyday progress of a student, understanding checks and examinations, are observed which are used to assess achievement. However, there is no agreement on how it is best assessed or which are the most important elements of it (Spinath, 2012). A student's achievement can be referred to as the extent the student has attained own short and long-term educational goals. Differences in academic performance are strongly correlated with differences in personality and intelligence. Students' levels of self-efficacy, self-control and motivation also impact levels of achievement.

Academic Achievement

Academic achievement may refer to completing educational benchmarks such as a bachelor's degree, describes academic outcomes that indicate the extent to which a student has achieved their

learning goals and is often measured through examinations or continuous assessments (Walberg, 1986). Academic achievement is the extent to which a student or institution has achieved either short- or long-term educational goals. Achievement may be measured through students' grade point average, whereas for institutions, achievement may be measured through graduation rates.

Motivation

Motivation is considered as the driving inner force that regulates many aspects of human nature, personality and attitude. Motivation also effectively impacts how one thinks, feels, acts and interacts with others in the immediate social environment. Whether be it education, profession, sports, family, relationship and very reason for accomplishing goals, motivation is of paramount importance and consciously as well as subconsciously accepted as an essential criterion in getting humans to fulfil their potential. Motivation is an important force that leads to performance. In a layman's term, motivation can be defined as the desire to achieve a certain performance level to accomplish ones, leading to goal-directed behaviour (Pakdel & Behnaz, 2013). Motivation is the behaviour of the mind which pushes all human being to perform things with great zeal and with positivity. In a team of professionals or sports, it is the leader's responsibility to ensure that every team member in the team remains motivated. Many researchers have developed motivation theories that help in understanding what will motivate people. However, given motivation's characteristically abstract nature, it is a force that is often difficult to investigate fully. McClelland claims that all human has three motivating factors that drives humans irrespective of age or gender of which one factor will be dominant in our behaviour depending on our life experiences.

Researcher (Berelson, (1964)) defines motivation as a motive is an inner state that energizes, activates, or moves and directs or channels behaviour goals. B.F. Skinner states that motivation is learning involves arousing, persisting, sustaining and directing desirable behaviour." Franken provides an additional component in his definition by stating motivation is the arousal, direction, and persistence of behaviour. In Dubin's words motivation is that complex force which keeps a person at work in an organization. Vance defines motivation is anything that implies any emotion or desire which so conditions one's will that the individual is properly led into action. According to Woodworth, "Motivation is the state of the individual which disposes him to certain behaviour for seeking goal."

Motivation is a process that starts with a requirement or a physiological or psychological deficiency and the cause of activation of a behaviour to accomplish some milestone (Behnaz, 2013) as there are three motivators:

Motivation, in itself has an enormous possibility to cater for, and numerous independent motivational theories contribute to the significant results of the learning processes. Some theories are:

1. intrinsic and extrinsic motivation theory
2. self-determination theory (SDT)
3. the ARCS model
4. social cognitive theory
5. expectancy theory

According to educational psychologists, motivation in students plays a vital role because of criticality in students learning (Tohidi & Jabbari, 2012). Motivation in education defines effects on how students learn and perform towards subject matter. Motivation can direct behaviour to increase energies and efforts, build up on person taking initiatives and additional efforts participate in diverse activities, enable and enhance cognitive processing, achieve improved levels of performance to accomplish particular goals. Motivation is usually associated with high educational achievement and enjoyment as per the evaluation theory. The process of ascertaining the decision areas of concern, selecting, collecting and analysing appropriate information in order to report summary data useful to decision-makers in selecting among alternatives is referred to as evaluation (Browning, 1970). **Students are projected to be intrinsically** motivated if the attribution of their educational results are aligned to factors which could be in their own control and if they believe that they can be actual agents in attainment of their desired goals and also if they are interested in learning their preferred subject in order to achieve good grades. An individual's extrinsic motivation originates from influences or environment which are external in nature. Most people's extrinsic motivations are rewards like money and grades, intimidation and threat of punishment. Competition can be considered to be extrinsic motivation as it boosts the people's desire to win and not be concerned to enjoy the intrinsic rewards of the activity. Motivation has caught interests of researchers in psychology, education, sociology, business and development in humans. Researchers have developed diverse range of constructs and terminologies that prompts comparable ideas using different terminologies. In 2000, (P.K.Murphy & P.A.Alexander, 2000) studied various literatures of motivation and diverse terminologies used in studies of academic achievement and inferred that the objectives of their study was to analyse and identify the terms that were being used and record the denotations of the terms as defined by the researchers which resulted in generating twenty terms that were found to be related to motivation and academic achievement. Inside the word motivation itself, two more terms, intrinsic and extrinsic, had emerged. Then three subcategories of the broad term motivation were explained: goal, interest, and self-schema. The researchers also identified six terms under the extensive category of goal, in addition to the category of social goal.

Intrinsic and Extrinsic Motivation Theory

Intrinsic motivation (IM) refers to engagement in behaviour that is inherently satisfying or enjoyable. IM is non-instrumental in nature, that is, intrinsically motivated action is not contingent upon any outcome separable from the behaviour itself (V. Zeigler-Hill, 2016). Intrinsic motivation refers to the drive, deep concentration or accomplishment in the task itself, innately exists within the individual without having to rely on any external pressure. The topic of intrinsic motivation has been studied by many educational psychologists since the beginning of 1970. However, the means and end are one and the same. For example, the outdoor activities of a child – jumping, running, skipping because the child is having fun or amused and the experience is inherently satisfying. Intrinsic motivation (IM) refers to engagement in behaviour that is inherently satisfying or enjoyable. Contrary to intrinsic motivation, the Extrinsic Motivation (EM) is contributory in nature and refers to one's behaviour that is basically dependant on the accomplishment of an event that is separable from the action itself. It is performed in order to attain some other outcome. For instance, a teenager might wash dishes at home in order to receive an allowance. Even though, extrinsic motivation can primarily trigger high desire and engagement, it does not inspire willpower and is challenging to withstand over time due to pleasant or unpleasant experiences. In conclusion, external rewards or compliments weaken the possibility that students will occupy themselves in the educational activities for own self or to master skills or knowledge. According to (Legault, 2016), there is a remarkable distinction between intrinsic and extrinsic motivation. In true sense, the intrinsic motivation is considered as an inspiration that is built up from within the individual which influences the individuals' thoughts, feelings and action even in absence of any apparent external stimulus of achieving any goal. However, for an individual, the extrinsic motivation provides encouragement to engage in achievement task which may not be fundamentally attractive or appealing, but offers seemingly beneficial outcomes. Complications about the role of motivations and the processes by which intrinsic motivation may become extrinsic or extrinsic motivation may be internalized are always viewed with ambiguous answers and may be useful for conceptualizing the discussion, which work the best if they are covered at early stages (Stirling, 2014)

Self Determination Theory

Motivations offer immense value in the learning processes. Intrinsic motivation can be considered as primary and greater level of self-motivation, whereas extrinsic motivation is importantly the required initial external push that involves students to participate and aid in sustenance of motivation throughout the learning process that runs over a period of time (Deci, Ulstad, Sorebo, & Halvari, 2016). Guiding students to learn and also keep them to be highly

motivated for all future challenges, igniting awareness to understand the process, and also help them to be able to apply their newly acquired knowledge in real-life circumstances is a overwhelming task. Many previous researches on self-determination evolved from studies which extensively compared the intrinsic and extrinsic motives. It emerged that the intrinsic motivation plays a dominant role in the individual's behaviour. "Self-Determination and Intrinsic Motivation in Human Behaviour [SDT] was formally introduced and accepted as a sound empirical theory in book by (Ryan & Deci, 2000). Research applying SDT to different areas in social psychology and education have increased considerably since the 2000s. Self-Determination Theory (SDT) defines the motives that influences people's behaviour and defines how psychological needs of autonomy, competence and relatedness. In addition, one's social environment, can provision or weaken motivation. Autonomy grasps and acknowledges the person's desires, choices and viewpoints, to provide the interpretation and a rationale for preferred and appropriate behaviour. Competence provides the person with challenge and goals directed opportunities, thus inspiring the individuals' sense of initiation to emerge with consistent and clear perceptions, organize and mobilize specific behaviour within realms of specific rules and carefully considering consequences, and even providing relevant feedback. Therefore, when others are involved empathetically, relatedness show interest in the person's activities, feelings and convey that the person is significant, cared for, and loved. Ryan and Deci created the self-determination theory that splits motivation in six regulatory styles categories that ranges from the least to most motivations. Self-determination that is outstandingly attained at the 'intrinsic regulation as well as intrinsic motivation' stages as given below (selfdeterminationtheory.org)

1.3.1 Non-Regulation: One should not take up a task if one is not motivated.

1.4.1 External Regulation: Task can be accepted if there is a reward involved.

1.4.2 Interjected Regulation: Take up a task only if it boosts your ego.

1.4.3 Identified Regulation: The task is taken up if it makes the person happy.

1.4.4 Integrated Regulation: The belief in right of ownership of the task is high.

1.4.5 Intrinsic Regulation: You take up a task for feeling of personal achievement.

RATIONALE

Rationale behind this study, problem statement, objectives as well the hypotheses of the study are discussed in this chapter...

College is considered as a higher education that a person chooses as it is considered as foundation for national economic development and is important in talent's development of professional skills (Choi B. K. and Rhee, 2014). According to researchers (Shin & Herman, 2009), reforms in higher education policies may raise central student developmental problems in higher education like inferior quality of teaching and somewhat insufficient competitiveness despite being provided with education opportunities to more people (Trenshaw, Revelo, & Herman, 2016).

The learners from reasonably developed countries are given judicious rights for their education whereas, the disadvantaged learners are given special educational support, but the relatable psychological factors of the students from the economically disadvantaged backgrounds are ignored. Furthermore, the socioeconomic problem of family may raise distress and doubt among students thereby limiting their academic performance indirectly. Researcher (Donnelly, 1987) observed that mostly the underprivileged learners come from low socioeconomic family status, where parents have lesser social opportunities for their children and may have paucity of successful learning experiences hence may become vulnerable to certain psychological traits such as low self-worth. Research on students in higher education by Pike et al (2011) found that student learning outcomes can be expressively improved by restructuring course designs, refining the teaching quality, and maximizing resources and tools.

Some studies have discovered that the psychological traits like the learning motivations of socioeconomically disadvantaged learners are a significant forecaster of learning effectiveness and high learning outcomes, triggers the abovementioned psychological factors in economically disadvantaged students and influences their academic performance (Hora, 2014). Hence, there is a vital need for the socioeconomically disadvantaged learners to understand these psychological factors that may have a significant influence on their academic performance in order to increase learning motivation, and cultivate a need for continuous learning. The real problem is that many students are not motivated to learn.

Even with a great curriculum and teacher, a student who is not motivated will not learn. Motivation initiates, guides, and maintains goal-oriented behaviours that causes person to behave in particular way. Motivated behaviour involves activation of biological, emotional, social, and cognitive forces. Motivation deals with why people behave the way they behave and why people think the way they think. The human nature is as highly dynamic and complex and as such, there is never a clear answer that can be given on why humans behave and think the way they do. Motivation has always played a significant role in humans' performance in everything that a human does and thus has been always strategically used in accomplishing self-goals. For children, low socioeconomic

status of parents may give rise to poor cognitive development, language, memory, socioemotional processing consequences of which may lead to poor income and health when they grow up. The school systems in low socioeconomic communities are usually devoid of adequate resources which affects the students' negatively in their academic progress and results. Insufficient education affects children's academic achievement leading in to increase in their dropout rates. Improving school systems and early intervention programs may help to reduce some of these risk factors; therefore, increased research on the correlation between SES and education is essential.

In addition to the above, I believe that there is also a need to study the relation between socio-economically challenged students' motivation to accomplish academic achievements of students who are undergoing higher education, establish difference in their learning and earning outcomes, and verify the significance between the two. I believe that there's a strong need to pay attention to find correlation between the impact on student from high, medium and low socio-economic status undergoing higher education on their motivation due recent changes pertaining to covid 19 and resulting lock-downs.

Significance of the Study

Achievement motivation can be considered as a basic educational tool, technique which help the teachers develop special teaching methods.

This study is about the correlation between socioeconomic statuses with Achievement Motivation of students pursuing higher education. Students will become aware of how each and every student should know and learn to motivate their own selves.

Teachers will have an impact in such a way that the teacher will not have to force their students to set achievable and accomplish goals.

Parents will gain from this study that will enable them to supports their children because their children will be self-motivated.

College will benefit from this study as students will be self-motivated and perform better thereby elevating the name of the college.

Future researches will be benefitted as this research can help them to understand more about influence of socioeconomic status has on student's achievement motivation.

A comprehensive understanding of motivation in relation with the socio-economic status of students pursuing higher education is desperately required to:

Promote learning and engagement in the classrooms followed by pursuance to choose appropriate professional careers.

Support the students desire to continue pursuing their higher studies in college rather than dropping out of college.

Maximize the psychological positive impact on thoughts of socio-economic status.

Minimize the negative impact of psychological thoughts of socio-economic status among the students pursuing higher education.

By expanding the prospects of education, it becomes vitally important to evaluate and understand the relationship between socioeconomic status and academic achievement, the extent of impact it has on academic achievement develop strategies for imparting special education.

REVIEW OF LITERATURE

A literature review is the critical evaluation and synthesis of the existing literature on a subject which is obtained from secondary sources like books, journal articles, research reports, theses and more such authentic sources. Literature means a group of published information or researched and published materials on a specific topic that includes journals, articles, blogs, and research papers of academic value. However, literature review does not need to be all-encompassing of every article and book that has been written on the subject of your topic because that will become too broad. Also, literature must include mention of the key sources related to the main debates, trends and gaps in your research area. A literature review comprises of a summary of key sources, organizational pattern and syndicates summary and synthesis within specific conceptual categories. A summary is a recap of information and a synthesis is a re-organization, or a reshuffling, of that information in a way that informs how to planning and investigate a research problem. In the conclusion of a literature review provides the researcher an insight into how existing gaps in a problem has been researched. The purpose of a literature review is to:

Contextual placement of work and its contribution to understanding the research problem being studied by describing the relationship of each work to the others under consideration (MA Albanese, (1993).

Literature review demonstrates a familiarity with a body of knowledge and establishes the credibility of your work.

Helps to recognize new ways to interpret preceding research.

Reveals any gaps that exist in the literature.

Resolve conflicts amongst seemingly contradictory previous studies, and to prevent duplication of effort.

Identifies areas of own research within the context of existing literature.

A literature review establishes the researcher has an in-depth grasp of the considered subject and an understanding own research fits into to an existing body of knowledge. It gives an overview of constructs in consideration to understand their concepts and relationships. It also explores findings of studies to understand structures, perspectives and contradictions and discover gaps in the literature related to the subject or the research question. In this study, literature on achievement motivation and socioeconomic status in education has been explored (Fink A. , 2014).

SES was studied by Navarro-Carrillo (2020) who explored conceptions of 368 participants selected using snowball sampling. Their SES status was measured using MacArthur Scale of subjective SES and it was discovered that achievement in education and occupation could predict variance in psychological well-being of a person.

The relationship between socioeconomic status and academic achievement was also studied by (Li, Xu, & Xia, 2020) who examined academic achievement of 345 school students from China. In their study, association between family socioeconomic status with student performance in maths as well as with the self-concept was examined. The research suggested that it is possible to predict academic achievement based on socioeconomic status but only partially as self-concept was also found to be mediating it. This association was found to be weaker in low income countries as compared to high-income nations.

Researchers like (Deinde et al, (2020) explored SES as a predictor of achievement motivation in a study conducted on 300 students from Ota, Ogun state. An adapted version of the Atkinson & McClelland's Achievement Motivation Scale Questionnaire was used to study achievement motivation. A significant and inverse relationship was identified between living accommodation and achievement motivation as well as between parent's income and achievement motivation. However, an interesting discovery was that the popular assumption of high achievement motivation in High-SES students was found to be untrue.

Researchers Steinmayr et al (2019) investigated 345 11th and 12th grade students with high academic scores in Germany to understand their achievement motives, self-concepts, and goal orientations. It was found that self-concept was the stronger predictor for the variation in their grades

as compared to goals as believing in one's competencies could be advantageous for academic achievement.

According to (Lallukka, Tea, & Kerkelä, 2019), parental, self-social and health-related factors determine our long-term unemployment during working life, thus bringing in prominence importance of providing support to the family as well as environments that augment learning among children and youngsters. With impending levels of unemployment the effects of social and health-related drawback could be emphasised, whereas those with fewer adversities have lesser risk of unemployment brings into focus how high and low socioeconomic statuses impacts one's education and achievement motivation directly for the entire life. Thus, individual level social and health-related factors, such as high level of unemployment or high local level of disadvantages play an important role to increase or lessen individual perils (Barbieri, Cutuli, & Passaretta, 2016).

Researchers (Chen, et al., (2018) conducted study on 2294, 8th grade students in China top investigate relationship between SES and reading ability of children. The study used an 8-item scale for parent-child relationship evaluation and 22-pointer learning motivation scale. It was found that parent-child relationship played a mediating role between socioeconomic status and academic achievement and this relationship was further mediated by learning motivation of students. A complex relationship has thus been discovered between socioeconomic status and achievement motivation as several other factors also play a mediating role in that.

Investigators (Shin & So, 2018) investigated role of socioeconomic status in language learning by surveying 203, 8th grade students in South Korea and found that it played a mediating role in motivational orientation and learning strategy. Those with low socioeconomic status used more of social strategies while high-SES students relied more on goals, efforts and internal control for academic achievement. A clear moderating effect of socioeconomic status was discovered between motivation and learning strategies of L2 adolescent learners after a series of hierarchical linear models (HLMs) were used for studying student clusters (Shin & So, 2018).

(Khansir, Jafarizadegan, & Karampoor, 2016), the Iranian researchers, in their study, have highlighted relationship between socioeconomic status and Motivation of Iranian students in learning English as a Foreign Language. According to them, motivation plays an important role in global language activity hence requires real strategies for learning a foreign or second language. Accordingly, it can be expected that the motivation levels are retained without neglecting motivation and its relation with socio-economic status within classroom setting. The researchers conducted their study with a sample of two hundred and thirty Iranian learners irrespective of their genders who were studying in third grade high school in Boushehr city. Gardner's AMTB (1985) instrument was used

in this study. The AMTB questionnaire that was applied in the study consisted of the following sections: Integrative component; Motivation component; Orientation component. A second instrument of this paper was designed based on Bourdieu's (1986) was also used to collect data from their families to collect data on socio-economic status of students. In this research the researchers found that most of the independent variables especially economical capital had a positive relation with motivation in learning English as a foreign language and also revealed obvious evidence that a strong relationship existed between socio-economic status and motivation in language learning (English as a foreign language).

Taiwanese researchers (Shiuh-Tarng, Stan, & A.Kaplowitzb, July, 2016) studied and empirically analysed how the family's economic and cultural resources impacts the student's academic achievement with a secondary data (n = 12,527) as a study initiated by Taiwan Educational Panel Survey (TEPS). Their observation was that the parental culture is strongly associated with parent's economic status besides, it has a strong effect on student's culture and on their academic achievement. Although the parent's economic status is correlated with student's academic achievement, their correlation is weaker as compared to a number of western societies.

Researchers (Reynolds & Ross, July, 2014) conducted a layer research and established that education had acute role in the inter-generational communication of the parents SES as well as the profession of their adult children. They also recommended that there was almost no research conducted that affects adult physical and psychological well-being. The theories of stratification do not agree if education awards people with eloquent skills, or whether education merely passes on from socioeconomic advantaged generation to the following generations. Referring to the 1987-1988 data of National Survey of Families and Households and considering aging, status, and sense of Control Survey, a comparison study to find effects of education, social origins, vocation, and economic status on the individuals' physical and psychological well-being was conducted. This study established that the education, being among topmost predictors of psychological as well as physical well-being, does play a vital role as it provides to privileged positions in the economy and higher incomes. Further, the effects of parents' or father's education, employment, and childhood poverty are predominantly mediated by education for one's vocation and economic resources. It was also found that some structures of social roots, like the experiences of insufficiency of money in childhood, can continue to affect adult well-beings own socioeconomic status.

Researchers (D'Lima, Winsler, & Kitsantas, 2014) studied a sample (n = 591) and (n = 232) of undergraduate students to evaluate their motivation at the beginning of their first semester in college as they believed that African American as well as Caucasian students were academically inclined to be self-efficacious as compared to the Asian American students. D'Lima et al established

that a cultural and gender gaps are present in retaining and graduation rates, therefore an early achievement motivation may play an important role in students' determination. Result of the experiment established that Self-efficacy for males increased over the semester than female students. African American and Asian American students were more extrinsically motivated than Caucasian students. Towards the end of semester, it was also observed that all groups were extrinsically motivated. Also, the female students were found to be more command oriented as compared to the male students. The male students were found to be more performance oriented. Performance goal orientations were negatively associated with grade point average whereas command orientation, intrinsic, and extrinsic motivation were positively linked with academic performance.

Researcher (Baker, 2014) evaluated education, income, and occupation as indicators of socioeconomic status based on their definitions and empirical support on their influence on health. While on one side SES was discovered to be influencing health, the poor health status affected the school attendance of students thereby leaving them with lower income opportunities.

Researcher (Azimuddin, 2013) studied 614 students in age range from 13 to 17 years from 14 Secondary school students in Lucknow. The study used a socioeconomic scale that was developed by Dr. Meenakshi (2004) for measurements and discovered that a strong positive correlation existed between socioeconomic status and academic achievement. The study confirmed the influence of their parent's social status on their academic performance. A contrast was discovered in academic achievement between low socioeconomic status and high socioeconomic students. Results that emerged suggested that students with high socioeconomic status were able to get into schools with better infrastructure and faculties as well as find qualified and experienced teachers unlike those with low socioeconomic status students who were deprived of even basic facilities in the schools.

As per (Zyngier S. S., 2012) the link between motivation and student engagement using Ryan and Deci's (2000) Self-Determination Theory (SDT) to understand the impact of intrinsic and extrinsic motivation on elementary students, by adopting a qualitative research framework with data from one elementary school class.

As per researchers (Morgan P. L., 2009) studied a large sample of children from samples of diverse races, gender, additional socio-demographics, ethnicity, gestational and birth factors, and parenting on children's at risk for learning-related behaviour problems. He estimated the effects of SES to a child's risk of displaying inattention, a lack of task tenacity, disinterest, non-cooperation, or frustration on cognitive and physical tasks. The outcome of the research proposed that children from the lower socioeconomic status households are about twice as likely to display behaviour problems as those from the high socioeconomic status households. Statistically they found that a notable pattern of higher learning-related behaviour difficulties were firm in some Asian and Native American

children while in African-American children they were mixed. Hispanic children did not have a higher risks of problem behaviours. Only small percentages of these effects are elucidated by dissimilarity in the children's gestational or innate characteristics. This study helped to provide population-based estimations of children exposed to risk for learning-related behaviour as well as related complications. The early interventions stages are estimated to be most effective at this stage.

Researcher (Hoffman, 2007) surveyed 2,602 career group participants from 19 colleges and universities on John Holland's Self-Directed Scale of Occupation Finder and found that low-SES affects career development negatively because of the incapability of students to take decisions related to their careers. Lack of information, opportunities, and role models were missing that lead to low career maturity adding to their challenges.

HuiChen et al (2005) collected and scrutinised data from 544 undergraduate students using the LISREL VIII framework. The objective of their study was to find out the students' acceptance of an Internet-based learning medium (ILM) by integrating a motivational viewpoint into the technology acceptance model that captured both extrinsic (perceived usefulness and ease of use) and intrinsic (perceived enjoyment) motivators to elucidate the students' intention to use relatively newer learning medium. What emerged was that both apparent usefulness and perceived delight significantly and directly impacted students' purpose to use ILM. Surprisingly, perceived affluence of ILM use did not theorise a noteworthy influence on students' attitude or purpose towards using internet-based learning medium. This study was important and pertinent for both researchers and practitioners during the covid-19 lock down conditions.

Another study was conducted by researcher (Alam A, 2001) on the socioeconomic status and academic achievement motivation of Muslim and non-Muslim students. He established that there existed a negative relationship between anxiety and academic achievement. It was also found that there existed a positive relationship between achievement motivation and academic achievement of Muslim and non-Muslim children. It was found that the students had a significant relationship between socioeconomic status and higher achievement motivation. Additionally, it was also established that the apprehension levels of the non-Muslim students was less in comparison to Muslim children.

Over 96 experiments were conducted by Camaron & Pierce, (1994) conducted 96 between-groups and compared rewarded subjects to unrewarded controls on measures of intrinsic motivation. Results of the studies suggested that the global reward as no negative effect on intrinsic motivation. Upon combining and examining interaction effects it emerged that verbal praise has the potential to produces an elated feeling along with increase in intrinsic motivation. Decrease in effects of intrinsic

motivation appeared when the expected perceptible rewards were given to individuals not doing expected task or for simply doing a task. There was a minimal negative effect on intrinsic motivation as measured by time spent on task in response to removal of reward. Another study was conducted was analysed to evaluate the effects of reinforcement on intrinsic motivation. The results suggested that reinforcement had no impact on the individual's intrinsic motivation.

Researchers (Ganguly & Malabika, 1989) studied relationship between socio economic status and scholastic achievement a relationship of students from the higher, moderate as well as lower socio-economic groups. The mean scores of achievement for higher socioeconomic status group students from urban areas in all the groups of samples were found to be expressively different from those of the lower groups. Further, it was also observed that the girls' performance was better in academic achievement than that of the boys.

Researchers (Trivedi & Vineeta, 1988) studied the relationship between socioeconomic background and academic achievement among student sample of 523 girls' students from several different colleges. Results of their study revealed there was a noteworthy relationship between them. It was observed that students of the upper socioeconomic status exhibited better achievement than students from lower socioeconomic status group. Their studies also established that the children of educated parents showed results that were better in academic achievement motivation than the children of illiterate or not so educated parents.

Geoffery Shultz (1993) conducted a correlational study to understand relationships between socioeconomic advantage and achievement motivation on 130 students from Hispanic minority community using a self-report measure learning orientation to determine achievement motivation level. Multivariate analyses on the data revealed that both socioeconomic status and achievement motivation mediated children's academic performance (Allport, 1983).

RESEARCH METHODOLOGY

This study's report has been divided into five (5) parts to simplify and represent it methodically.

Introduction: Chapter 1 is the introduction that highlights the concept, socioeconomic status and achievement motivation as well as their definitions as variables for this study.

Objective

This study is being conducted to find a correlation between socioeconomic status and achievement motivation of college students who are pursuing higher studies.

Establish impact of correlation between socioeconomic status and achievement motivation of college students pursuing higher studies

Hypothesis

There is no relationship between socioeconomic status and achievement motivation of students pursuing higher education.

Operational Definitions of Variables

Independent variable

Socioeconomic Status: Social economics can be defined as "a discipline studying the reciprocal relationship between economic science on the one hand and social philosophy, ethics, and human dignity on the other" toward social reconstruction and improvement. (Lutz, 2009).

SES will be studied at two levels – high socioeconomic status and low socioeconomic status.

Dependent variable

Achievement Motivation: Achievement motivation is affected in connection with evaluated performance in which competition with a standard of excellence was paramount (McClelland, Atkinson, Clark, & Lowell, 1953).

Method of study

This being a correlation study between achievement motivations with that of socioeconomic status of college students, descriptive Research is used using survey method technique for collection of data.

The analysis and interpretation of the data collected from the sample population on socioeconomic status and achievement motivation of college student's pursuing higher studies is dealt with in this part. Towards the end a summary and significant explanation is elaborately utilized to highlight foremost findings, conclusions and suggestions are discussed for further scope and advancement of the study.

Sampling

The sample was collected from the college students. Random sampling technique was used. The target sample size was 80 students (N=80) from different colleges.

80 college students from arts, commerce, science, engineering and mba streams will be chosen.

To conduct this correlation study between achievement motivation of college students, the population considered was both, male and female college students of arts, commerce, science, engineering, master's program as well as their parental education were drawn from colleges by the 'Stratified random sampling method'.

Tools of the Study

The Deo -Mohan Achievement Motivation (n-Ach) scale created by Pune based Dr Pratibha Deo (Pune) and Chandigarh based Dr Asha Mohan has been used in this study for scoring of achievement motivation because of its high reliability as well as validity. This Achievement Motivation scale included (a) complete set of introductions for explaining the scale's purpose and pertinent instructions for scoring. (b) The scale comprised of the 50 selected statements that were administered. (c) A detailed description and process involved in preparing and

acquiring family and historical information of the respondents is also included. Data collected included education of students and their parents, sex, specialization of study, etc.

The Socio- Economic Status Scale developed by Dr. D. S. Janbandhu & Dr. Shurbra Nandi (2006) was used to measure socio-economic status (SES).

Achievement Motivation Scale

To obtain accurate results of Achievement Motivation using the Achievement Motivation Scale, the researcher used online mode to personally speak to over 300 student volunteers and randomly selected 80 volunteer respondents from various colleges. A survey questionnaire was shared via google form. The respondents were given instructions via google meet session conducted on rationale behind the study, relevance and importance of the questions. The objectives and importance of the study was also explained elaborately. The volunteers queries that arose during the session was answered the satisfaction. Thereafter adequate amount of time was given to the volunteers to review the statements in the scale so as to ensure a sincere response from them.

Deo - Mohan Achievement Motivation (n-Ach) Scale has put up the following rationale for developing the scale.

A projective test which is frequently employed for gauging achievement motivation is tedious and time consuming, scoring procedure is complex and requires a quick scoring and easy tool to administer for research. Achievement motivation is used as a variable in many studies in education. The achievement motivation scale was developed with a purpose of providing the researchers with such a suitable and convenient tool that was easier to administer and obtain scores easily.

Additionally, there are few other scales available with capabilities to measure achievement motivation in a subjective field at college and university levels. An average verbal measure that will reasonably measure the achievement motivation easily was highly desired. The achievement motivation scale was thus constructed to accomplish that need.

Validity of achievement motivation scale was found to be extremely valuable instrument. The test-retest method was adopted and reliability coefficient of the scale was obtained. Utilizing diverse examples, the scale was repeated on multiple occasions result of which presented coefficients of reliability as adequately high hence that the scale used was considered to be that with high reliability.

Validity of items was established by the high-low discrimination method which was recognised to be valid for whole measure. Further, this scale was also used to validate the projective test of achievement motivation, where it was found that the coefficient of correlation between the

achievement motivation scale and the projective test was 0.04. Additionally, test scores were acquired by administering the Aberdeen Academic Motivation Inventory of Entwistle (1968) that had 0.75 as coefficient of correlation for a given mixed sample of 93. Thus, it was concluded that the correlation was adequately higher that further established validity of the scale. In his study, McClelland (1958) had observed that the self-descriptive as well as projective measures, characteristically that did not correlate highly with each other.

Achievement Motivation Scale and its scoring:

The final Achievement Motivation (n-Ach) Scale, is a constitution of 50 items, from which there are 13 negative while 37 are positive items. The stencil keys were of two types which were used to score for each, positive items and negative items. Weightage of the positive items is 4, 3, 2, 1, and 0 respectively for the categories of always, frequently, sometimes, rarely and never. Whereas, the negative item is scored 0, 1, 2, 3, and 4 for the similar categories respectively that are quantified above. For positive and negative items, a different set of keys are provided. The whole score is the sum total of all the positive and negative item scores. Zero (0) is the minimum possible score that can be obtained is zero (0) and two hundred (200) can be the maximum score that can be obtained while all other scores will be ranging in between.

Socioeconomic Status Scale

The scale for socioeconomic status used here had been developed by Dr. D. S. Janbandhu & Dr. Shurbra Nandi (2006) was used to measure socio-economic status (SES). Constructs of this scale consists of 12 items that is used to measure the socio-economic status of an individual in urban or rural areas. The represents four indices: occupational index, educational index, economic index, and social index. The first item represents occupational index, which is concerned with the occupation or profession of family members. Third and eighth items represent educational index, which is concerns the educational level of family members, medium of education, and the type of school whether government, public, or private. The items 1, 4, 5, 6, 7, 9, and 10 stands for the economic status of the individual's family, which includes total number of family members, family monthly expenditure, area of residence, type of house, ownership of land, and access to the facilities of technology. The items 11 and 12 investigate the social values of individual and question about caste and gender. This scale can be administered individually as well as in a group. The reliability coefficient of the scale is .83 and validity is .73.

Statistical Techniques:

Survey method has been adopted to clearly understand the research problem, Sampling included selection of 80 college students from various colleges based in Maharashtra State. The socioeconomic status scale developed by Janabandhu and achievement motivation scale developed by the Deo-Mohan were administered to the students for this research.

Following are the statistical techniques employed for analysing the data: -

The study considers socioeconomic status as independent variable and academic achievement as dependent variable. To study and measure the relationship between the socioeconomic status and academic achievement of students pursuing higher studies, Karl Pearson's correlation coefficient technique was adopted. The data collected via survey method was carefully analysed statistically by utilizing correlation, percentage analyses mean, and standard deviation techniques.

The analysis and interpretation of the studied data has been tabulated below.

Procedure

Before collecting the data, necessary permissions from authorities of the colleges and also the college students was taken. The necessary information with regards to the research was shared with the subjects and their queries were resolved thereafter informed consent was obtained from the subjects. Care was taken to avoid any harm to sentiments of any cultural community or participants of both, high and low economic statuses. Assurances were given through phone call as well as on google meet to some respondents that anonymity and confidentiality will be maintained. Participants were be briefed in details about the objectives of the research. Data was collected through online mode by using google form.

RESULTS

Descriptive Statistics

The current research was conducted to find out the correlation between socioeconomic status and achievement motivation of college students pursuing higher education for colleges in Maharashtra. Data was collected from 80 colleges Students in age group of 18 – 22 years. These students are pursuing higher studies from diverse colleges and specialisations in state of Maharashtra. The obtained data was analysed by using appropriate statistical techniques such as mean, SD and correlation. Results yielded from this research establishes that there is a significantly positive correlation between socioeconomic status and achievement motivation of students pursuing higher studies. The same is presented here.

Table 1: Correlation between means of variables socioeconomic status and achievement motivation of students pursuing higher studies.

Variable	Mean
Achievement motivation	275.01
SES	138.1125

Table 1: Bar diagram showing Correlation between means of variables socioeconomic status and achievement motivation of students pursuing higher studies.

Figure 1: Bar chart showing Correlation between means of socioeconomic Status and Achievement motivation.

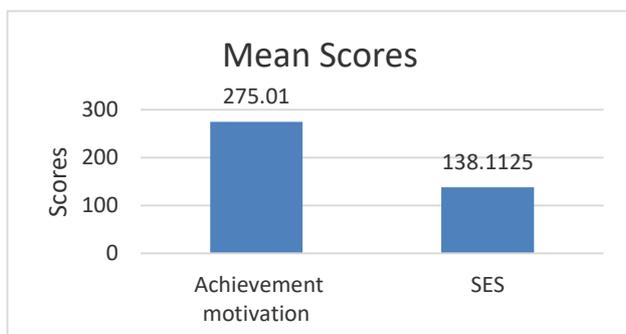


Table 2: Correlation between means, variance, standard deviation and standard error socioeconomic Status and Achievement motivation.

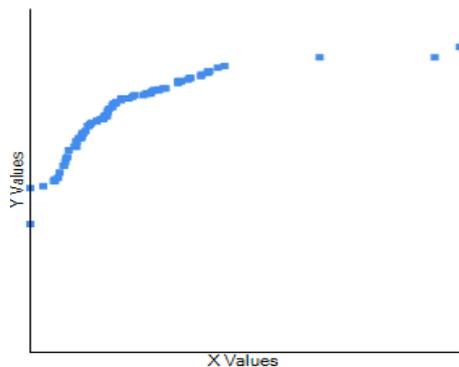
	X=Socioeconomic status	Y=Achievement Motivation
N = 80		
Mean	138.11	275.012
Variance	441.18	12952.39
Std.Dev.	21.00	113.80
Std.Err.	2.34	12.72

Table 3: Correlation R between Socioeconomic Status and Achievement motivation.

R	r ²	Slope	Y	Std. Err. Of
			Intercept	Estimate
0.82	0.67	4.46	-341.71	64.87

The value of R is 0.82.

Figure 2: Graph showing Correlation R between Socioeconomic Status and Achievement motivation where X is value of socioeconomic status and Y is value of Achievement Motivation of college students.



The value of R is 0.82. This is a strong positive correlation, which means that high Socioeconomic Status variable scores go with high achievement motivation variable scores (and vice versa). Table indicates that the correlation between socioeconomic status and Achievement motivation on a sample of 80 college students having low socioeconomic status is 0.82. Thus, there is a clear indication that there is a strong positive correlation between socioeconomic status and achievement motivation. Therefore, on the basis of the hypothesis, it is inferred that there is a significant positive relationship between the variables. Based on above finding it may be concluded that the socioeconomic status of students pursuing higher studies contributes significantly to their academic achievement. This indicates that if the student belongs to the low economic status, the motivation to achieve goals is high. If the student belongs to the high socioeconomic status then the motivation to achieve goals is also high.

Inferential Statistics - Hypothesis Testing

This study shows that there is a significant positive relation between socioeconomic status and achievement motivation of college students pursuing higher education.

The null hypothesis is that there is no relationship between socioeconomic status and achievement motivation of students pursuing higher education has not be selected. As shown in table 2, R value – Correlation value is 0.82 indicating a very strong positive correlation between Socioeconomic Status has a strong positive correlations with academic achievement motivation of college students. It emerges that category of students from low socioeconomic status get deprived of better educational institutions and relatively qualitative guidance. This happens because of insufficient resources the students with low socioeconomic statuses have and they may have to work harder to increase their academic achievement. A notable contrast, between, high socioeconomic status and low socioeconomic status grouping of students in their academic achievement was found. The students belonging to high socioeconomic status go to colleges with more facilities and better infrastructure. Their education, guidance and learnings are taught experienced teachers. This helps them in enhancing their academic achievement. A student hailing from a high socioeconomic status and average intelligence will produce good result when compared to a student with low socioeconomic status & high intelligence, as the child would be deprived of basic facilities for improving his talent. He may get deprived of the opportunity to project his intelligence. Hence students from low socioeconomic background do not seem to be highly motivated, therefore, it is clear that there is a very high correlation between achievement motivation and socioeconomic status. Thus the objective to find correlation has yielded the result that there is evidence of strong positive relationship between socioeconomic status and achievement motivation of college students who are pursuing higher studies.

DISCUSSIONS

Inference derived from this research indicates that the socioeconomic status of college students is most likely to affect their achievement motivation. The study has resulted in demonstrating how socioeconomic status of students pursuing higher education influenced their academic achievement. Further, there exists a difference between the students who hail from high, moderate and low socioeconomic statuses. Students belonging to high socioeconomic statuses have higher desires for academic achievement when compared with students from average or low statuses. The High socioeconomic status students receive better experiences from the environment as they have access to institutions with exceptional infrastructure, guidance, resources and facilities. The quality and qualifications of teachers and wider guidance from their parents are also privileges available to them. They have exposure to healthy environment which aids them in improving their academic achievement.

In the current scenario all the college students who are pursuing their higher studies are comparatively conscious and mindful about the prospects available to them. They are enthusiastic and prepared to take the responsibilities to work in diverse environments for the betterment in their lives. Hopefully these college students offer unparalleled support to our country in a bid to attain sustainable development in all the areas and for the behavioural change of individuals (Chandra Kala, 2017).

The findings of this correlation reverberated the researches of previous researchers, that the economic wellbeing did have an impact on student's academic achievement (Arnold, (2003); (Caldas, (1997). The government in conjunction with the academicians across the country are making all necessary tools available thus ensuring that the students, despite of their socioeconomic conditions, should be given an opportunity to be academically successful and build novel concepts and policies that may have the potential to constrict the gap of academic achievement among the individuals from lower social classes (Cooper, (2007).

More importantly and hopefully, different interested institutions can freely assess findings of this research, may consider it equally important for developing excellent education framework irrespective of the SES.

. Very often, creating appropriate and adequate awareness alone, may turn out to be the most important and effective reference for stakeholders to impede adversity on the achievements of the students from low socioeconomic status background. Local educational institution's administrators

should routinely review the economic demographics of the population served and assure by developing pertinent policies to bring awareness in all faculties and staff members, of the potential students who may be negatively affected by their financially vulnerable (Taylor, (2005).

School systems and stakeholders should work as community jointly with the general population for creation of awareness programs, take responsibility to educate themselves about newer programs which have a potential to bridge this gap. (Duncan, 2007).

CONCLUSION

Limitations

The present study has been limited to college students pursuing higher education programs such as a Master's degree in business Administration or Engineering from urban tier 1 cities.

Delimitations

The present study can be conducted from elementary levels of schools to college students pursuing higher education programs such as a Master's degree in business Administration or Engineering from rural small towns or villages.

Implications

The study exposes that achievement motivation of student pursuing higher studies plays a significant role in determining their academic achievement and socio-economic status is not nullifying achievement motivation. Additionally, more and more researchers continue to find association between lower SES to lower academic achievement and slower rates of academic progress as compared with higher SES communities. SES and family resources literacy gaps in students from different socioeconomic backgrounds exist even before the formal schooling begins. It is believed that children from low-SES families are less likely to experience that may encourage the development of fundamental skills of reading acquisition. Also, a cumulative evidence supports the relationship between lower socioeconomic status and learning disabilities including negative psychological outcomes that impact academic achievement. The students should be made aware by the teachers, authorities, parents that the family's economic conditions and social status is not obstacles in their education and the students are even prepared to take the responsibilities to work in diverse or challenging environments for the betterment in their lives.

Future implications

Society and Schools should provide proper learning facilities and motivation to students so that they can excel in their future vocational pursuits including studies. The institutions should organize curricular and co-curricular activities for students, teachers and parents based on their willingness and learn, create self-awareness, sense of competitiveness, persistence and self-control. Higher studies education systems may have available data that has the potential which can be instrumental to identify those students at a risk of getting trapped into the widening gap separating the high socioeconomic

background students from low socioeconomic background students. Such a data should be made easily accessible to the institutions administrators who should put in place for the benefit of needy and struggling students from the average and low SES. The education systems can be expected to target the low socioeconomic students for offering them additional help at the elementary level and continue to offer additional education and vocational related skills development programs. Furthermore, it becomes more imperative that the school systems should become more active and work towards eliminating the negative stereotypes surrounding students from average and low SES and also provide them positive and unique classroom experiences in preliminary stages or much earlier in their education. Needy students should be identified and provided with unique classroom experiences with teachers at an early age (Reardon S. F., (2003).

Lastly, all educations systems should device methods by which involvement and positive interactive activities are designed which are less intimidating and specifically aimed at parents from the lower socioeconomic strata who unto now may have had experienced only negative memories. The probable reason behind this may be that students know academic achievement holds a cardinal place in the field of education and is considered as the outstanding motivation for the progress of individuals in their life. Therefore, they have strong feeling or desire for their academic goals that to do best.

Future Study Probability

Similar study correlation study between socioeconomic status and achievement motivation of college students pursuing higher education from urban and rural cities, their gender as well as stream of study including the education of the students', parents' education can be conducted to understand the impact of one's socioeconomic status on achievement motivation of self as well as their children. Comparative study in relation to undergraduate as well post graduate levels can be taken up and a comparison can be made between students from urban as well as rural educational institutions. Correlational study between socioeconomic status and achievement motivation at undergraduate and post graduate levels separately, within education institutions in rural towns and urban cities can also be taken up to provide holistic insights. Another correlative study can be conducted between socioeconomic statuses of boys versus the girls as this may have a potential where and how the gender of students influence each other.

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