

SOCIAL SUPPORT AND ACHIEVEMENT MOTIVATION AMONG ADOLESCENTS

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ABSTRACT

This paper deals with the issue of social support and achievement motivation in the adolescents. This study was to find out the impact of social support on achievement motivation of adolescents. The participants of the study were 100 students of class 11th and 12th. In the sample of 100 adolescents, 50 students were male and remaining 50 students were female. All students belong to age group 14 years to 17 years. Two scales were administered on them. The social support questionnaire was constructed by Ritu Nehra, P.Kulhara and S.K Verma and the achievement motivation scale was constructed by O.P Misra and S.K Srivastava. It was found that social support and achievement motivation was higher in females as compared to males. Thus, female adolescents perceived more social support and showed high achievement motivation.

KEYWORDS: Social Support, Achievement Motivation, Emotional Support

INTRODUCTION

At birth the neonate is neither social nor unsocial. Because of his helplessness at birth he has to depend on other social beings for his care and welfare. As he grows in a social environment and in a social context, he develops various types of behaviour which are called social and gradually grows to become a social animal. The interaction of the baby with his environment helps him in the above process. At every stage in life we have to face the problems. But we have to face much problem during adolescence. This is very important stage of human life. Adolescence is characterized by a number of cognitive, emotional, physical and attitudinal changes, which can be a cause of conflict on one hand and positive personality development on the other. During adolescence person remains neither young nor old, therefore, adolescence is called the age of transition. The home environment and parents are still important for the behaviours and choices of adolescents. For the first time in their lives adolescents may start to view their friends, their peer group, as more important and influential than their parents or guardians. Peer groups offer its members the opportunity to develop various social skills, such as empathy, sharing and leadership. Peer groups can have positive influences on an individual, for instance on academic motivation and performance, but they can also have negative influences and lead to an increase in experimentation with drugs, drinking and stealing. In this way adolescents learn many things from their peer groups and family environment. They get support from these groups and perform different kind of activities.

Social Support: The term "social support" is often used in a broad sense, including social integration. However, Social integration refers to the structure and quantity of social relationships, such as the size and density of networks and the frequency of interaction. Social support, in contrast, refers to the function and quality of social relationships, such as perceived availability of help or support actually received. It occurs through an interactive process and can be related to altruism, a sense of obligation and the perception of reciprocity. Social support in the narrow sense has been defined in

various ways. For example, it may be regarded as resources provided by others, as coping assistance or as an exchange of resources.

A brief description of different types of social support has been given below:-

Emotional Support: It consists of warmth and friendliness; it reflects opportunity for expression of concern, encouragement and trust. This kind of support is offered when people let other to know that they love and care about them, Cohen and Wills (1985), Jung (1987).

Informational Support: It has been called advice appraisal support and cognitive guidance, advice and information. This kind of support helps in defining, understanding and coping with problematic events.

Instrumental Support: It considered as direct assistance give to another person. Such support could involve giving money, doing another's work or giving the recipient custodial care. Instrumental aid may help reduce stress by direct resolution of instrumental problems or by providing the recipient with increasing time for activities such as also known as aid, material support and tangible support, thus instrumental support reflects access to practical services and material resources.

Structural Support: Social networks refer to the structure of social relationship, the existence, quantity and types of relationships. In other words a network (structure) can be described in terms of its composition and structure like the number of people involved and the number who knows each other or by the content of particular relationship vs kinship.

Functional Support: Perceived (functional) social support involves an evaluation or appraisal of whether and to what extent an interaction, pattern of interactions or relationship is helpful.

Achievement Motivation: Motivation is one of the important factors affecting human behaviour. The level of motivation not only affects perception and learning but it also affects the total performance of the individuals in working environment. The word motivation is derived from latin word "motivare" which means "to move". All of us will agree that humans have certain needs. Needs may be physiological or psychological and demand gratification. The term motivation has been defined in various ways. Good (1959) has defined motivation, "as the process of assuming, sustaining and regulating activity". In the words of Atkinson (1964), "The term motivation refers to the arousal of tendency to act. Motivation refers to the arousal of tendency to act, to produce one or more effects". Luthans (1989) stated that, "motivation is a process that starts with physiological or psychological deficiency or need that activates behaviour or a derive that is aimed at a goal or incentive". If we analyse above definitions of motivation we will conclude that motive is an internal state. Motive give rise to mental tension and imbalanced situation, motive, inclines the individual to activity, motives energize and sustain behaviour, motive direct and regulate behaviour, motivated behaviour is goal directed and motivated behaviour is selective by nature. Maslow(1954) on the basis of various types of needs proposed a hierarchical model of needs. At the bottom of the hierarchy lie physiological needs of the individual followed by need for security, need for affiliation, need for self-esteem and need for self actualization being at the top sometimes motives are classified as - innate motives, acquired motives, personal motives and social motives. The general way of classifying motivation is as physiological motives and psychological motives. Physiological motivation includes those which are essential for the survival of the organism. Physiological motives are also known as primary motives or innate motives - such as hunger, thirst and sex. Psychological motives arise out of psychological needs of the person. These needs can be personal or social. Motives such as affiliation, power, perstige, curiosity and achievement are called psychological motives. Motivation is a complex phenomenon which

is influenced by multiple variable operating within the organism and its surrounding environment. One thing that psychologists known is that an individual rarely or if ever behaves or responds in a situations as a result of single motive. Sometimes it becomes very difficult to understand cause underline an individual behaviour. Because of this complexity, an individuals is in many instances unpredictable.

There are some studies, have been conducted by the different researchers related to social support and achievement motivation. Some of the studies are mentioned here:

Bowlby (1969, 1973 and 1980) theory of attachments relied heavily on his interpretation of social support. When social support, in form of an attachment figure was available early in life, Bowlby believed children become self reliant, lean to function as support for others and had a decreased likelihood of psychopathology in later life. Bowlby had also concluded that the availability of social support bolsters the capacity to withstand and overcome frustration and problem solving challenge.

Bowmen and Chapman (1996) examined the relative contribution of measures of objective and subjective neighbourhood danger and measures of social support from neighbours, teachers, parents and friends. Findings suggest that adaptation of these youth is influenced more by the availability of social support, especially from parents, than from their reports and perceptions of neighborhood danger.

Keung (2003) investigated the relation of academic achievement, family and classroom social environment and peer interaction to prosocial and antisocial behaviour of children in elementary schools. Scholte and Van Aken (2006) adolescents also seemed to talk more with people of their own age and they indicate a greater dependence on their friends. The increasing importance of friends in relation to parents and the new emerging qualities in these relationships might create an opportunity for perceiving increased support from these friends.

Ahmed et.al. (2008) although a bulk of literature showed that perceived social support (PSS) influenced academic achievement, the mechanisms through which this effect operates received little empirical attention. The findings lend support to the theoretical assumptions in the literature that supportive social relationships influence achievement through motivational and affective pathways.

Bokhorst et.al. (2010) analyses showed that the level of perceived social support from parents and friends was similar across age groups. The study of the prominence of social support sources showed that parents and friends were perceived as equally supportive; only for the age 16-18 years did friend support exceed parent support. Support from teachers was lower in the old age groups, and this was related to the transition from primary to secondary school. Finally, girls perceived more support from teachers, classmates and friends than boys did.

Cirik (2015) made a study on Relationships between Social Support, Motivation, and Science Achievement: Structural Equation Modeling. And investigated the relationships between the perceived social support, motivation and science achievement in a sample of 1375 (701 females, 674 males) middle school students. The study was conducted within a causal research design. Social support data were collected via the Child and Adolescent Social Support Scale (CASSS) and the data concerning motivation were collected via the Motivation Strategies for Learning Questionnaire (MSLQ). Students' science achievement levels were determined through calculating the scores they obtained in science courses. Data were analyzed through structural equation modeling (SEM). According to the structural models obtained, the effects of social support on science achievement and motivation, as well as the effects of social support and motivation on

science achievement, were found to be positive and significant. The mediating effect of motivation between social support and science achievement was not significant $p > .05$.

The findings revealed that the cooperation of the sources of support (parents, teachers, classmates, and close friends) was essential in increasing students' science achievement and motivation levels.

OBJECTIVES AND HYPOTHESES OF THE STUDY

The two main objectives of the present study are:

Objectives

- To find out the impact of gender on social support and achievement motivation.
- To find out relationship between social support and achievement motivation.

Hypotheses

Three hypotheses have been formulated for the present study:

- There would be significant difference between male and female adolescents on achievement motivation.
- There would be significant difference between male and female adolescents on social support.
- There would be significant relationship between social support and achievement motivation among adolescents.

METHODOLOGY

Every study in its planning phase is connected with the important problem of suitable research methodology. The mechanism of identifying the respondents and procedure of collecting information has been described. It is true that without a research methodology, no research can be drawn. So, it meant as scientific way of selection of a problem, forming scientific hypothesis, deciding variables and their controls and is a key of any social and behaviour science research.

Sample: In the present research work purposive sampling technique is used. Sample of 100 adolescents of 11th and 12th class were selected from Haridwar district of Uttarakhand State. In sample of 100 adolescents 50 students are male and 50 students are female. They all belong to age group 14 years to 17 years. In this sampling, it reduces cost of preparing sample and field work, since ultimate units can be selected so that, they are close together.

Tools of the Study: The main objective of the present study is to study the social support and achievement motivation among adolescents. To accomplish the prime objectives of the study the demographic information of the subjects and two psychological tests were used:

P.G.I. Social Support Questionnaire: This scale is constructed and standardized in Hindi by Nehra, Kulhara and Verma (1998). The scale has 18 items with four alternatives to respond to fully agreed, most agreed, less agreed and not agreed. It takes approximately 5 to 10 minutes to complete the questionnaire. Scoring is done in the following pattern. Score 4, 3, 2 and 1 are allotted to the fully agreed to least agreed response. The total score indicates the amount of social support perceived by the individual. Higher score indicates more perceived social support.

Achievement Motivation Scale: This scale is constructed and standardized in Hindi by O.P. Misra and S.K. Srivastava (1987). This scale has 24 items which are to be responded as 'Yes' or 'No'. Maximum possible score is 24. A high score reflects high achievement motivation.

RESULTS AND DISCUSSIONS

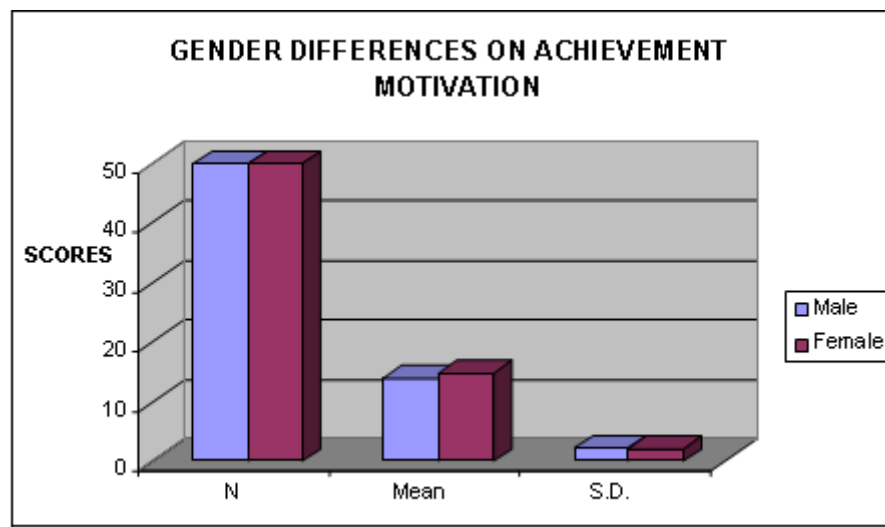
In this study, statistical analysis of the obtained data in connection with the variables have been discussed, according to objectives and hypothesis of the present study viz. social support scale and achievement motivation scale have been administered on a sample of 100 students. Here are 50 male students and 50 female students of Higher Secondary School.

Hypothesis 1: There would be Significant Difference between Male and Female Adolescents on Achievement Motivation

Table 1: Showing Gender Differences on Achievement Motivation

Gender Difference	N	Achievement Motivation Scores		't' Value
		Mean	S.D.	
Male	50	14.06	2.21	1.90 ^{NS}
Female	50	14.90	2.14	

NS = Not Significant



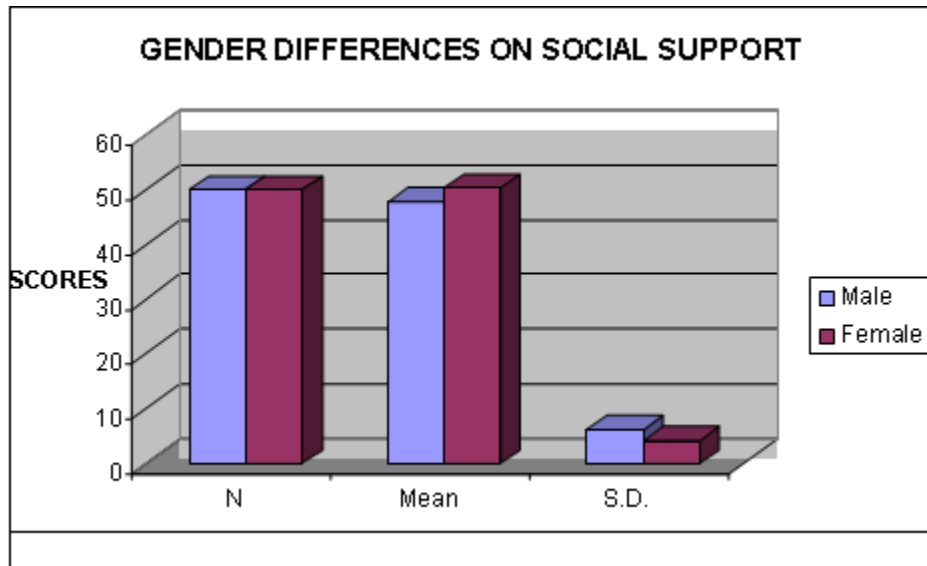
From the above table - 1 it can be concluded that there is no significant difference on achievement motivation. The given mean values shows slightly difference in male (14.06) and female (14.90) achievement motivation level. The female adolescents have high mean value from male adolescents; it means that females have slightly high achievement motivation level. Thus, the hypothesis is not accepted and there is no significant difference between male and female adolescents on achievement motivation.

Hypothesis 2: There would be Significant Difference between Male and Female Adolescents on Social Support

Table 2: Showing Gender Differences on Social Support

Gender Difference	N	Social Support Scores		't' Value
		Mean	S.D.	
Male	50	47.7	6.29	2.35*
Female	50	50.22	4.26	

*Significant at 0.05 Level.



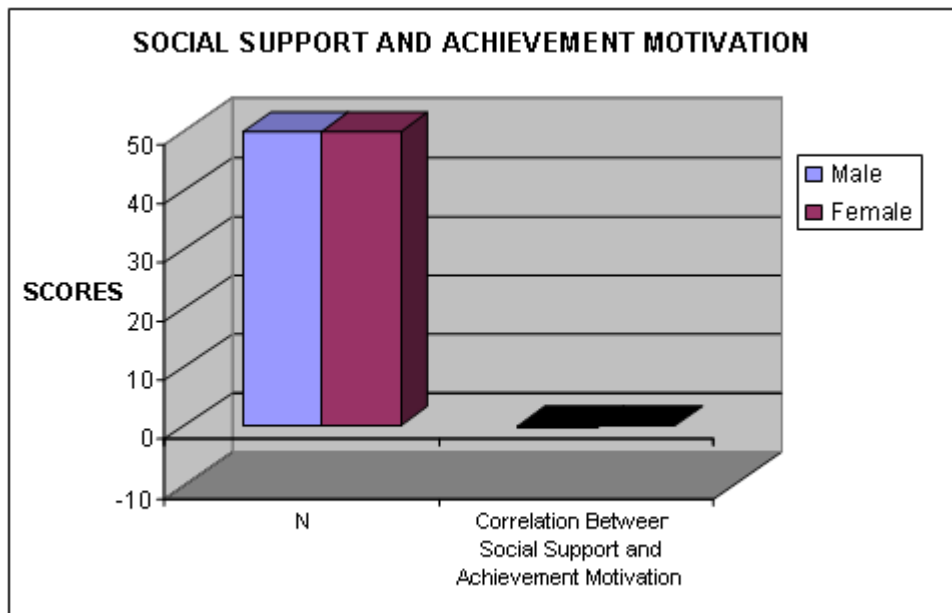
It is obvious from the above table - 2 that male and female shows difference in mean but their result is significant at 0.05 level. The value of mean for male adolescents is 47.7 and for female adolescents is 50.22. Thus from their mean values we can say that female adolescents have higher social support as compared to male adolescents. The hypothesis is accepted at 0.05 level and there is significant difference between male and female adolescents on social support.

Hypothesis 3: There would be Significant Relationship between Social Support and Achievement Motivation among Adolescents

Table 3: Showing the Relationship between Social Support and Achievement Motivation

Gender Difference	N	Correlation Between Social Support and Achievement Motivation
Male	50	-0.34 ^{NS}
Female	50	-0.009 ^{NS}

NS = Not Significant



It is evident from the above table - 3 that there exists a not significant relationship between social support and achievement motivation among adolescents. Here are 50 male and 50 female adolescents. The correlation between social support and achievement motivation in male ($r = -0.34$) and in female ($r = -0.009$) respectively. The given result shows that if adolescents get social support their level of achievement motivation decreases. The hypothesis is not accepted and there is no significant relationship between social support and achievement motivation among adolescents.

CONCLUSIONS

In the present study an attempt was made to measure the relationship between social support and achievement motivation of male and female adolescents. The female adolescents show high score on social support and achievement motivation than male adolescents. But in case of correlation between social support and achievement motivation both male and female adolescents show insignificant relationship in present research work.

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