

Enhancing Performance of Disadvantaged Pupils through Motivation

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Human factors play an important role in the overall development of the individual. In a society like India, where opportunities and privileges are not equally distributed, it becomes necessary to discover the extent of psychological factors that could enhance the performance of individuals irrespective of class, culture, creed or economic status. In the recent past, the study of psychological consequences of poverty, social disadvantaged and deprivation has received considerable attention of researchers. Motivation has emerged as a highly crucial variable in boosting and directing, especially school children towards the achievement of their academic goals. Unlike, privileged individuals, pupils from disadvantaged background lag behind their counterparts in educational attainment. Poor self concept, low achievement motivation, high level of anxiety, high neuroticism, poor performance, and externalisation of success and internalisation of failures are frequently noted in these groups. Against this backdrop, present study aimed to understand certain important aspects of motivation among the socially and culturally disadvantaged and deprived groups of students. In particular the study focused on the question of motivation in the context of human learning and performance.

Objectives

- a. To identify effective motivational strategies capable of enhancing learning and performance in the disadvantaged pupils.
- b. To investigate the contextual and personal constraints and facilitators of adaptive motivational strategies.

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Sample Selected for the Study

The samples of pupils from advantaged and disadvantaged background were selected from the different Government Schools of the Bhopal City. On the basis of the prolonged Deprivation scale of Misra and Tripathi, a total no. of 320 students of both sexes studying in class IX, X, XI and XII were randomly selected and a equal number of males and female students was maintained.

Tools Used

The present study adopted an exploratory approach since not much systematic work has been done and published. In order to achieve the objectives, following measures were developed and used in the course of study.

- (i) Adaptive Motivation Strategies.
- (ii) Measure of Self construal and Goal Preferences.
- (iii) Self-efficacy Measure.
- (iv) Task Involvement.
- (v) Family Environment and Peer Influence.
- (vi) Personal Investment.

Data Analysis

The data collected from students was analysed with the help of Mean, SD and ANOVA.

Findings of the Study

Participants of advantaged group indicated higher scores towards Adaptive Motivational Strategy (AMS) as compared to students of disadvantaged group. The mean scores reflect that female students showed higher preference as compared to male students. The interaction of gender with deprivation was also reported to be significant. Results obtained on self construal indicated that main effect of deprivation, gender and class were not significant. Similarly, the interaction effects were also not observed significant. Self-efficacy of students was not found to be affected by deprivation, gender and class. Also, Xth grade students took highest initiatives when tasks on academic, social and personal dimensions were given to them. A close look on the ANOVA results reveals that main effects of deprivation, gender and class were not significant. Similarly, effects were also not significant. Scores supported the

fact that advantaged students enjoyed higher personal investment as compared to disadvantaged students.

Interpretation and Discussion

The present study made an attempt to examine the effective motivational patterns in the adolescents and young adults hailing from socially disadvantaged background.

Overall the findings of the study indicated that students from disadvantaged group were lagging behind as compared to the advantaged students. It has been observed that family and peers play an important role in developing positive attitudes and self-efficacy among the students. Hence, these agents of socialisation should be trained in an effective manner to deal with the disadvantaged students actively. It is also suggested that proper strategies should be chalked out to promote competitiveness among disadvantaged students. This will develop a sense of competence in them and they may feel themselves as more valuable member of the society. These practices will facilitate them to develop healthy habits and sense of competence. Findings of the study also suggest that educational institutions and policy makers should work jointly on gender issues; they can evolve policies to reduce gender differences and develop healthy growth. Participant's responses supported that disadvantaged students were more involved in social areas of task involvement. In other words, these students preferred more social work and showed concern for work at home, finding solutions to the home problem, completing domestic work and fulfilling the related responsibilities even if the nature of task is difficult and provide challenges. Deprivation was negatively related with motivational strategy and task involvement. This pattern of result indicates that disadvantaged students showed less orientation towards motivational strategy and personal investment dimension as compared to advantaged students.

Conclusion

Present investigation somewhat succeeded to achieve its established goals. It basically highlighted the removable obstacle that is faced by students of disadvantaged groups. In a society like India, youth is considered as the future of the nation; thus with effective motivational measures and ample opportunities deprived groups can be made valuable asset of the country.