

STUDY ON INTERNAL MOTIVATION OF ADOLESCENT BOYS AND GIRLS ACROSS SOCIO-ECONOMIC GROUPS

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ABSTRACT

The aim of present investigation is to analysis the internal motivation (in reference to emotional maturity) of adolescent boys and girls across three socio-economic groups ((upper, middle and lower socio-economic group). Selected sample was consisted of 450 adolescents (225 boys and 225 girls) between the age group of 13 to 18 years belonging to three socio-economic groups (upper, middle and lower socio-economic group) from Prayagraj city of Uttar Pradesh. Stratified random sampling technique was used for selection of the sample. Kuppuswamy's socio-economic scale (1961) was administered for analysing the socio-economic status of the adolescents, which was modified by Gururaj and Maheshwaran in 2014. To access internal motivation of adolescents in reference to emotional maturity across socio-economic groups, questionnaire was developed by researcher. Internal motivation was found of a high level in majority of adolescent boys and girls of the upper and middle socio-economic groups whereas, in lower socio-economic group majority boys had average to poor internal motivation on the contrary the girls were reported with high and good levels of internal motivation. There was no significant gender difference found in internal motivation of adolescent boys and girls.

KEYWORDS: *Adolescents, Internal Motivation, Emotional Maturity, Socio-Economic Group*

INTRODUCTION

Adolescence is very sensitive period of human life, where transition from childhood to adulthood takes place. Although this transition does not mean break from what has experienced and learnt before. But it means a passage from one stage to another stage. No doubt, in any transitional stage, an individual's way is obscure and some confusion and unique problems always arise at certain points and adolescence stage is not an exception. Adolescents also face lots of confusion and dual standards, as they are neither considered as a child nor as an adult. They are totally at a status of vague, where they have to deal with biological and hormonal changes, emotional outbursts and new social norms and standards.

21st century is an era of rapid social changes and technological revolution. Due to these factors, environment of today's world is ever changing like never before. Adolescents of today's world are always surrounded with global knowledge due to availability of cheaper modern technology, which is generally confusing, unchecked and uncensored. Further, modern society has also presented new challenges such a break up of joint families, distant living and

Disintegration of parents due emergence of dual income for better future etc., which let parents have limited time, energy and sincerity to guide today's adolescents. Due to all this, in drastically ever changing and advancing environment, many of the adolescents, who could be transformed into energetic, highly ambitious and brilliant individuals, find it difficult to adjust with the environmental pressure and often surrender their inner selves to it. No doubt, It can be a "Time of Delusion" and "Time to Discovery" both and internal motivation plays very important role in facing the challenges of adolescence years and helpful in achieving developmental tasks successfully. Internal motivation is also known as intrinsic motivation; it is referred as behaviour of being self-motivated by internal factor in performing certain action. Internal motivation fosters self-efficacy, self-confidence and high self-esteem in adolescents; it is also helpful in achieving self-determination and academic success, as well as internal motivation contributes in enhancing emotional and social maturity in adolescents.

Many research studies have emphasized importance of internal motivation. Internal motivation is predictor of higher academic achievements and greater persistence (Arepattamannil & Klinger 2011), higher intellectual performance (Gottfried & Gottfried 2004), cognitive flexibility (Walker et al.2006), psychological well-being (Burton et al. 2006).

Hence, keeping in mind these importance of internal motivation for adolescents, while dealing with challenges and emotional fluctuations, present investigation had been conducted to access internal motivation of adolescents with following objectives-*

- To access the internal motivation of adolescent boys and girls in reference to emotional maturity across three socio-economic groups (upper, middle and lower socio-economic groups).
- To compare internal motivation between adolescent boys and girls across three socio-economic groups.

METHODOLOGY

In the present research exploratory research design has been followed and cross sectional survey method has been used for collecting the data. Prayagraj city was purposively selected for the study. The total selected samples were 450 adolescents, comprising of 150 adolescents, including 75 boys and 75 girls each, from three socio economic group i.e. lower, middle and upper socio economic groups, within the age group of 13-18 years, who were studying in between 7-12 standard. For fulfilling the purpose of study, the higher secondary schools were selected from Prayagraj city. List of schools were procured from the official website of Prayagraj district. From the available list, 6 schools (Government Girls Inter College, Jamuna Christian Inter College, K P Boys Inter College, K P Girls Inter College, D P Public School, VashisthVatsalaya Public School) were selected as representative for the data collection. Socio-economic status was accessed by Kuppuswamy's socioeconomic scale (1961) which is revised by *Gururaj and Maheshwaran* (2014) and a self-made questionnaire on internal motivation in reference to emotional maturity is used for accessing internal motivation of adolescents across three socio-economic groups.. Percentage and frequency distribution was drawn for accessing internal motivation level of adolescents (boys and girls) across socio-economic groups. Paired-t-test was used to compare internal motivation level between adolescent boys and girls.

RESULTS

Result shows the frequency and percentage distribution of internal motivation of the respondents. the scores have been divided into five categories, i.e. High, Good, Average, Low and Poor as per range of score given in the scale and total No.

of responses in each category has been considered to find the distribution of respondents falling under various categories of internal motivation (in reference to emotional maturity).

Table 1: Distribution of Respondents of Upper Socio - Economic Group in Reference to their Internal Motivation

Categories	Boys(N=75)		Girls (N=75)	
	Frequency	Percentage	Frequency	Percentage
High	36	48	33	44
Good	18	24	18	24
Average	6	8	6	8
Low	9	12	9	12
Poor	6	8	9	12

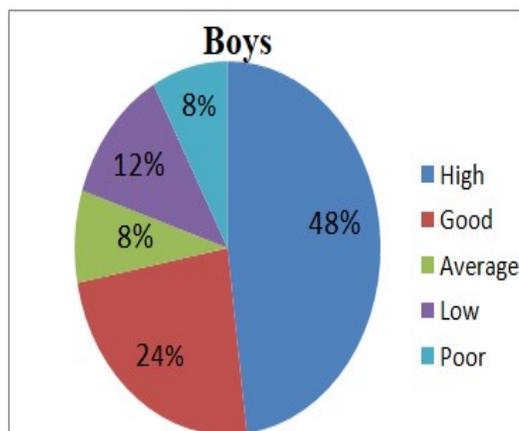


Figure 1: Percentage Distribution of Adolescent Boys of Upper Socio - Economic Group in Reference to their Internal Motivation.

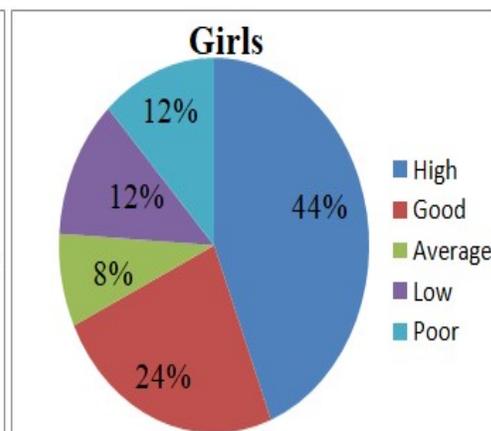


Figure 2: Percentage Distribution of Adolescent Girls of Lower Socio - Economic Group in Reference to their Internal Motivation.

Table 1 and Figures 1 and 2 shows distribution of adolescents belonging to upper socio-economic group in reference to their internal motivation. Internal motivation is also an important component of emotional maturity, which has been considered for the scale. It consists of items related to initiative, perseverance in the face of adversity, courage and insight. Table depicts that highest percentage of boys (48 %) and girls (44 %) had high internal motivation levels. Twenty four per cent boys and equal percentage of girls were observed with good internal motivation in them. 8 per cent boys and equal percentage of girls were found with average internal motivation in them and remaining, 12 per cent boys and equal percentage of girls had low internal motivation levels, while 8 per cent boys and 12 per cent girls were found with poor internal motivation in them.

It is inferred from the findings that majority of the adolescent boys and girls from the upper socio - economic group were found with either high or good internal motivation, which means they actively took initiative and they were highly committed to their tasks. They are very self-reliant in every situation and they have the impetus to complete their tasks even if it is difficult. They have the ability to take challenges and capacity to achieve their goals. It could be associated with greater family support, psychological support, less pressure, more exposure and quality school education. parents of upper socio-economic group usually encourage their children to attend college, participate in extra- curricular

activities, follow their hobbies and to reach for superior carriers which boosts their internal motivation (both directly and indirectly) for achieving their goals and it is also helpful in developing greater sense of internal control over success, failure, difficulties, taking risks and challenges. **Adriance and Shaw (2008)** also reported that the parents of higher socio-economic group were more likely to have time and resource to create protective boundaries and provide nurturance and support for children undergoing stress. **Lan (2004)** also supported that socio-economic status has a significant and positive effect on nurturing parenting and on adolescents' academic achievement and self-esteem. **Faria (2004)** also claimed that student in upper socio-economic categories felt a greater sense of internal control over success, intellectual ability and memory.

Table 2: Distribution of Respondents from Middle Socio Economic Group in Reference to their Internal Motivation

Categories	Boys (N= 75)		Girls (N= 75)	
	Frequency	Percentage	Frequency	Percentage
High	30	40	30	40
Good	21	28	18	24
Average	6	8	6	8
Low	12	16	12	16
Poor	6	8	9	12

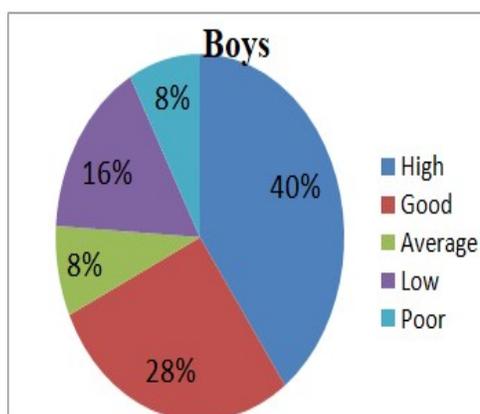


Figure 3: Percentage Distribution of Adolescent Boys of Middle Socio- Economic Group in Reference to their Internal Motivation.

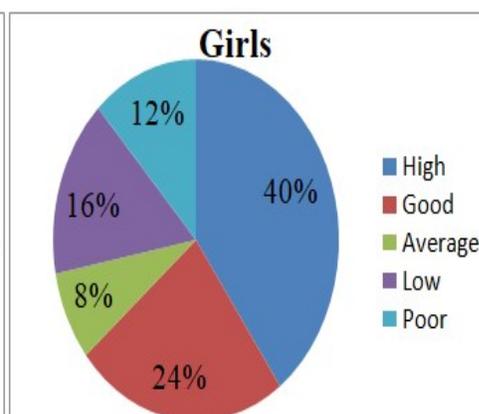


Figure 4: Percentage Distribution of Adolescent Girls of Middle Socio- Economic Group in Reference to their Internal Motivation.

Table 2 and Figure 3 and 4 furnish information regarding internal motivation of adolescents of the middle socio-economic group. Table depicts that highest percentage of adolescent boys (40%) and girls (40%) were found with high internal motivation levels, 28 per cent adolescent boys and 24 per cent girls were observed with good internal motivation in them. Eight per cent boys and equal percentage of girls had average internal motivation levels, while 16 per cent adolescent boys and equal percentage of adolescent girls had low internal motivation levels. Remaining, 8 per cent adolescent boys and 12 per cent adolescent girls were found with poor internal motivation in them.

It is clear from the findings that majority adolescent boys and girls, who belonged to middle socio-economic group, were found with either high or good internal motivation in them. It can be said that like upper socio-economic group, adolescents (both boys and girls) of middle socio-economic group were also able to take initiative and are committed to

their goals as well. They also have high self- motivation, perseverance and courage to do challenging tasks. It could be attributed to parental involvement, attachment belief and expectations with adolescents. In middle socio-economic group, parents are mostly highly involved with their children and believe them; simultaneously parents are always ready for providing support and guidance in all ups and downs, which has a positive effect on children’s motivation, aspiration, determination and achievement. Parental support, belief and expectations foster motivation and persistency in adolescents and spur to build strong determination and positive attitude towards their goals regardless of difficulty and challenge.

According to **Kean (2005)**, Parent’s beliefs and expectations appear to strongly influence children’s motivation. For example, parents, who hold high expectations form their children’s learning, believe in their children’s competence, expose them to new experiences, and encourage curiosity, persistence, and problem-solving, can help their children develop an intrinsic motivation to learn. **Moretti and Peled (2004)** also said that adolescent-parent attachment has profound effects on cognitive, social and emotional functioning of adolescents.

Categories	Boys (N=75)		Girls (N=75)	
	Frequency	Percentage	Frequency	Percentage
High	18	24	27	36
Good	18	24	15	20
Average	21	28	6	8
Low	12	16	18	24
Poor	6	8	9	12

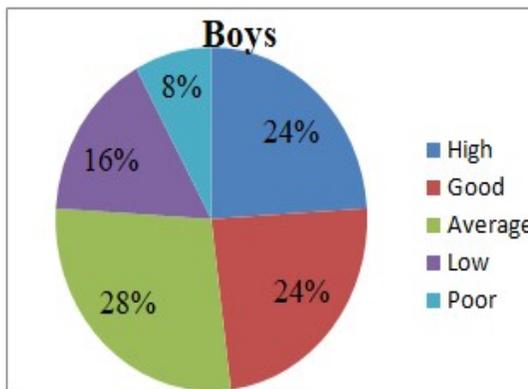


Figure 5: Percentage Distribution of Adolescent Boys of Lower Socio - Economic Group in Reference to their Internal Motivation.

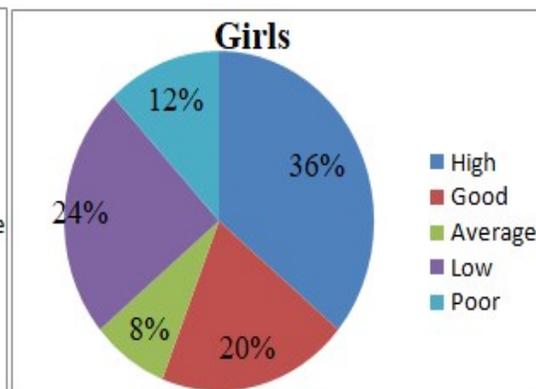


Figure 6: Percentage Distribution of Adolescent Girls of Lower Socio - Economic Group in Reference to their Internal Motivation.

Table 3 and Figures 5 and 6 shows distribution of adolescents in reference to their internal motivation of those, who belonged to lower socio - economic group. Table depicts that in case of adolescent boys, highest percentage (28%) were average in their internal motivation levels, 24 per cent boys had good internal motivation levels. 16 per cent boys were reported with low internal motivation in them and 8 per cent had poor internal motivation levels. Whereas, in case of adolescent girls, highest percentage of girls (36%) were observed with high internal motivation in them. 20 Per cent girls

were found with good and 8 Per cent girls were found with average internal motivation in them. Rest, 24 Per cent girls had low and 12 Per cent girls had poor internal motivation levels.

Result revealed that more than fifty per cent of adolescent girls, who belonged to the lower socio - economic group, were found with high and good internal motivation levels. While more than fifty per cent of adolescent boys of lower socio - economic group were reported with average to poor levels of internal motivation. It can be inferred that adolescent girls of lower socio economic group were more self-motivated, determined and courageous irrespective of economic hardship as compared to boy counterparts. **Saranya and Velayudhan (2008)** also revealed that girls are better motivated than boys. This is because girls have a better driving and pulling forces, which results in persistent behaviour directed towards certain goals.

Table 4: Comparison of Internal Motivation between Adolescent Boys and Girls across Three Socio-Economic Groups

Socio-Economic Groups	Boys		Girls		T-Score	
	Mean	SD	Mean	SD	T- Cal	T- Tab
Upper Socio-Economic Group	31.36	4.91	30.05	5.25	1.58	1.98
Middle Socio-Economic Group	30.08	4.73	29.12	6.28	1.06	
Lower Socio-Economic Group	27.20	5.11	27.52	5.92	0.35	
Not significant = $p > 0.05$ level						

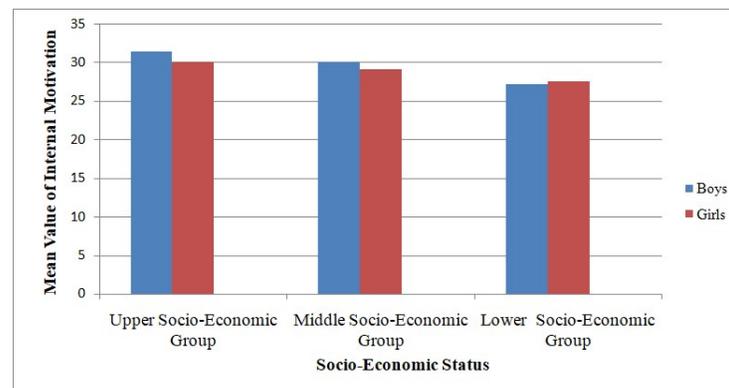


Figure 7: Comparison of Internal Motivation between Adolescent Boys and Girls Across Three Socio-Economic Groups

Table- 4 and Figure-7 depicts the comparison of internal motivation between adolescent boys and girls across socio - economic groups. In upper socio - economic group, adolescent boys scored slightly higher mean (31.36) than girls (30.05) in reference to internal motivation. But further statistical comparison revealed that “t”- tabulated (1.98) was higher than “t”- calculated (1.58). This means, there was no significant difference between genders (at 0.05 level) in their internal motivations. In the middle socio - economic group as well boys scored higher (30.08) as compared to girls (29.12) and “t”- tabulated (1.98) was higher than “t”-calculated (1.06). Therefore, there was no significant difference found (at 0.05 level) between boys and girls in their internal motivation. Whereas, in lower socio-economic group, though adolescent girls scored slightly higher mean (27.52) than Boys (27.20) but on further comparison it was found that “t”- tabulated was more than “t” -calculate”. That shows that there was no significant difference between boys and girls in their internal motivation. This means, in all socio - economic groups, adolescent boys and girls have more or less same level of internal motivation.

From the above findings, it can be inferred that adolescent boys and girls (both) were almost equal in their internal motivation. It is because adolescent irrespective of their gender receive similar treatment from the parents and their friends now-a-days, which leads to similar self-determination, confidence, cognition, courage and commitment and intrinsic motivation. Internal motivation is closely associated with factors like positive parenting, peers, academic achievement, personal interest, personal experience, career aspiration, self-esteem and self-image irrespective of gender.

Yau and Kan (2011) also studied Gender difference on intrinsic motivation and their results indicates that level of intrinsic motivation and curiosity for university student are nearly the same among both genders, there was no significant difference reported in their intrinsic motivation and curiosity between males and females. **Mubeen et al. (2013)** also reported that males and females intermediate student did not significantly differ in intrinsic motivation.

CONCLUSIONS

It can be inferred from the findings, high internal motivation level was reported in majority of adolescent boys and girls belonged to the upper and middle socio-economic groups, while in case of lower socio-economic group, majority boys had average to poor level of internal motivation whereas the girls were reported with high and good levels of internal motivation. Findings also revealed that adolescent boys and girls were not significantly different in their internal motivation in all three socio-economic groups. So it can be concluded that socio-economic status of adolescents was important factor that influence internal motivation of adolescents, while gender have no impact on internal motivation of adolescents.

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