



# Enhancing Achievement Motivation: A strength based approach for Youth Development

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**ABSTRACT:** The number of young people globally is about to become the largest in history relative to the adult population. India is expected to have 34.33% share of youth in total population by 2020. We are hoping that the number of youth will see a hike of seven percent, that is to 1.3 billion by the year 2030 (UN Report, 2015). According to the document produced by the Ministry of Statistics and Programme Implementation, Government of India, in 2013, "about 225 million youth, or 20% of all youth in the developing world, are "idle" – not in education, employment or training." Despite the developmental initiatives and accessibility to the resources most of these young adults tend to drop out from education. If they are well-prepared, the adolescents and young adults in developing nations can benefit from the global forces that are transforming their worlds.

Our country is witnessing a historic demographic shift and India's ability to find its rightful place in the community of nations depends upon how well we as a nation, can harness the latent power of the young people of our country. Considering the need of the hour, the researcher has attempted to find out whether the achievement motivation of the youth can be enhanced through Life Skill approach.

**Keywords:** Youth, Achievement Motivation, Life Skill Education



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## 1. INTRODUCTION

The National Youth Policy document states that our country "lies on the cusp of a demographic transition, similar to the one that fueled the spectacular rise in GDP of the East Asian Tigers in the second half of the 20th century." It also says that to capture the demographic dividend, our economy has to have the ability to support the increase in the labor force. In addition to that, the documents insist upon providing the youth have the appropriate education, skills, health awareness and other enablers to contribute to the economy productively. (National Youth Policy document, 2014).

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The size of youth population determines a country's ability and potential for growth. Youth shows strong passion, motivation, and willpower which also make them the most valuable human resource for fostering the economic, cultural and political development of a nation. Youth is the creative digital innovators in their communities and participate as active citizens, eager to positively contribute to sustainable development. But this cohort requires an environment which promotes their physical, social and psychological development and empowerment. It can only be provided by creating an environment from within, by capacitating them physically, intellectually, emotionally and materially to tackle these challenges as it arises.

## **2. Youth Empowerment**

The government of India spends a substantial quantity of cash on youth development through various schemes of the ministries of it. that have schemes targeted at the youth and schemes that target the general population of the country. GOI spends about Rs.37, 000 crores on schemes targeted at development of youth in areas of education, health, skill development and engagement and about Rs.55, 000 crores on non-targeted schemes designed for various demographic segments of which youth are significant beneficiaries. Together, this totals a spend of more than Rs.90, 000 crores. (National Youth Policy document, 2014)

Of the targeted expenditure of Rs.37, 000 Crores, more than 80% of the funds are allocated towards education through the Ministry of Human Resource Development (MHRD) and Ministry of Social Justice and Empowerment (MoSJE). The expenditure is primarily through grants to various government schools and universities and direct cash benefits to students in the form of scholarships and fellowships for both secondary and higher education. Further, there are programmes targeting youth in the areas of skill development, employment, health, and engagement. Of the non-targeted spend, food subsidies, employment programmes like MGNREGA, health programmes related to infrastructure development, disease control, and family welfare constitute a significant share. Other Ministries with schemes providing direct benefit to youth through some of their schemes are Ministry of Drinking Water and Sanitation, Ministry of Finance, Ministry of Labour and Employment (MLE), Ministry of Tribal Affairs (MoTA) and Ministry of Rural Development (MoRD).

The bulk of the targeted expenditure on youth is on education, health and youth services. The State Governments incur substantial expenditure on these heads, over and above the expenditure being incurred by the Government of India. Thus, the aggregate expenditure on youth (Central and State Governments combined) would be much higher.

Among the wide range of policies and programmes focusing on the integrated development of youth, preventing them from dropping out is one of the primary interventions that protect them from risks and promote their growth and development. If they have to pursue their learning, they have to be motivated to achieve certain goals in life. Not having realistic and personalized goals can hinder their journey towards success.

People with high level of achievement motivation seek to master tasks; they strive for excellence, enjoy themselves in the process and take great pride in achieving at a high level. Therefore, Achievement Motivation is one of the protective factors that can outlive the environmental risks.

### **3. Achievement Motivation**

There are several motives, such as the need for affiliation and power (McClelland 1961), which often involve complex cognitive and social elements that appear to be essential to their operation as a motivational system. One such drive is Achievement Motivation. Although it influences the behavior of a single individual, it is typically played out in a social context. A uniquely human drive, Achievement Motivation is a striving to overcome challenges, improve oneself, attain excellence and accomplish more than others (Smith, 1998).

McClelland, 1961 has stated effective problem solving, the calculated risk-taking behaviour to achieve the goals and the readiness to receive regular feed-back, as those traits possessed by people having high n-Ach. Individuals with high achievement motivation set personalized goals, will be more focused and are less likely to be influenced by the negative environmental forces. There are studies that state relationship of Achievement Motivation with self-esteem (Accordino et al., 2000), self-efficacy and goal-directed behaviour, (Joshi, N., & M, Sarada. D., 2012) creative and critical thinking (Rizwanuddin, 2015, Kamaei and Weisani, 2013), problem solving and emotional stability (Rathee and Singh, 2011).

These elements are directly or indirectly related to the components of 10 core Life Skills delineated by WHO. So choosing an approach involving imparting Life Skills to enhance Achievement Motivation will have a positive impact on the disadvantaged youth.

### **4. Life Skill Education**

Life Skills Education refers to the teaching of life skills. Life skills have been defined as "abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life" (WHO 1993). They are essentially those abilities which help to promote mental well-being and competence in young people as they face the realities of life. They are Decision making, Problem-solving, Creative thinking, Critical thinking, Communication Skills, Interpersonal skills, Self-Awareness, Empathy, Coping with emotions and Coping with stress. These Life Skills Education (LSE) enable individuals to learn and practice skills; it is based on an individual centered and activity oriented methodology. It subsumes the philosophy that individuals should be empowered to take more responsibility for their action. Life skills, when taught as generic skills for life, are taught in the context of holistic health, relationships, and social influences on behavior, rights, and responsibilities. The Life Skill Education programmes have wide-ranging objectives as they address the psychosocial factors that affect behavior. Researches by Kirby, Kreuter (1991), Caplan (1992), La Fromboise (1994), Ennett (1994) (as cited by Richard, 2011), indicated that Life Skills Education was very successful, in equipping and preparing the individuals to face the challenges of their adult years.

Based on the above assumptions, an attempt is being made to find out the possibility of using Life Skill Education and training to enhance the Achievement Motivation of these young adults. The present study was conducted with an objective to find out the impact of Life Skill Education and Training on disadvantaged Youth with special reference to those dropouts who are undergoing vocational training in NGOs in Bangalore.

## **5. Methodology**

The study was a quasi-experimental model conducted in three phases – Pre phase, Intervention phase (Life Skill Education) and post-assessment phase. Assessment of the Achievement Motivation of the respondents was done using the Achievement Motivation scale developed by Dr. V. P. Bhargava in the Pre-assessment phase, Post I (after one week of the intervention) assessment and Post II assessment (after three months of the intervention). A comparative analysis of the data along the Pre, Post I and Post II intervention phases were made using SPSS.

## **6. Analysis and Discussion**

Analysis of the socio-demographic details stated that, 26.8 percent were males, and 73.2 percent were females, 41.5 percent of the respondents fall in the age group 16-20, and 58.5 percent of the respondents fall in the age group 21-25, 29.3 percent percentage were married and 70.7 percent were unmarried youth, 73.2 percent were from rural villages and 26.8 percent hailed urban areas. Considering the educational level of the respondents, 7.3 percent are drop outs after 10<sup>th</sup> standard, 39 percent in the PUC level and 43.9 percent have reached up to graduation, but not completed the course or appeared for the examination.

Analysis of the reasons felt and stated by the respondents for dropping out from the formal education system, 43.9 percent said they were not interested in studies or the need for pursuing education was not felt. While interacting, they mentioned that they could earn through unskilled work and that was more satisfying than pursuing a formal education. Among the respondents, 19.5 percent reported that they got married at an early age and so could not continue their studies. 24.4 percent stated that they had financial problems and thus did not pursue their studies and 12.2 percent reported that since they were needed by their families to work in their farm, they did not continue their schooling. It is quite evident from the data that; financial problems and other reasons weigh less than the personal interest or motivation of the respondents to complete their education.

For getting a better understanding of the ascending changes in the number of participants along the different levels, a comparative analysis of the percentage distribution of the participant youth along the different levels of Achievement Motivation before and after the intervention was conducted. It showed that during the Pre-intervention phase, there was 12.2 percent of participant respondents in the category 'high' which increased to 43.9 percent in the Post I intervention phase. There was 36.6 percent of respondents in the 'above average' category in Pre-intervention phase, which became 34.1 percent in the Post I intervention assessment, which further increased

to 39 percent in post II assessment. There was 19.5 percent respondents having 'average' level of Achievement Motivation during the Pre-intervention phase which reduced to 14.6 percent in Post I intervention which further reduced to 4.9 percent in the post II intervention assessment. This is due to the upward movement of the respondents from the 'average' level to the 'above average' and 'high' level. Those belonged to 'below average' level added up to 19.5 percent in the pre-intervention phase, which had a considerable reduction to 7.3 percent in the Post I intervention phase.

This finding is worth mentioning as it evidently seemed to be enhancing the Achievement Motivation of the participant respondents. There was 7.3 percent of respondents seen to be in the 'low' level of Achievement Motivation in the Pre-intervention phase while it is seen that in the Post II intervention phase the number is reduced to 4.9 percent. But it is to be noted that there were no respondents in the 'low' level of Achievement Motivation in the Post I intervention phase, which is a positive sign.

The above analysis also revealed that apart from the five levels stated in the tool, the data showed scores which are much below the 'low' score. Consequently, one more category called 'exceptionally low' had to be added. There were 4.9 percent respondents in the newly added category - 'exceptionally low' in the Pre-intervention phase. But there showed an upward movement of the respondents along the Achievement Motivation levels as Post I intervention and Post II intervention phases did not have anyone in the 'exceptionally low' level.

### ***Correlation of Achievement Motivation with the components of life skills***

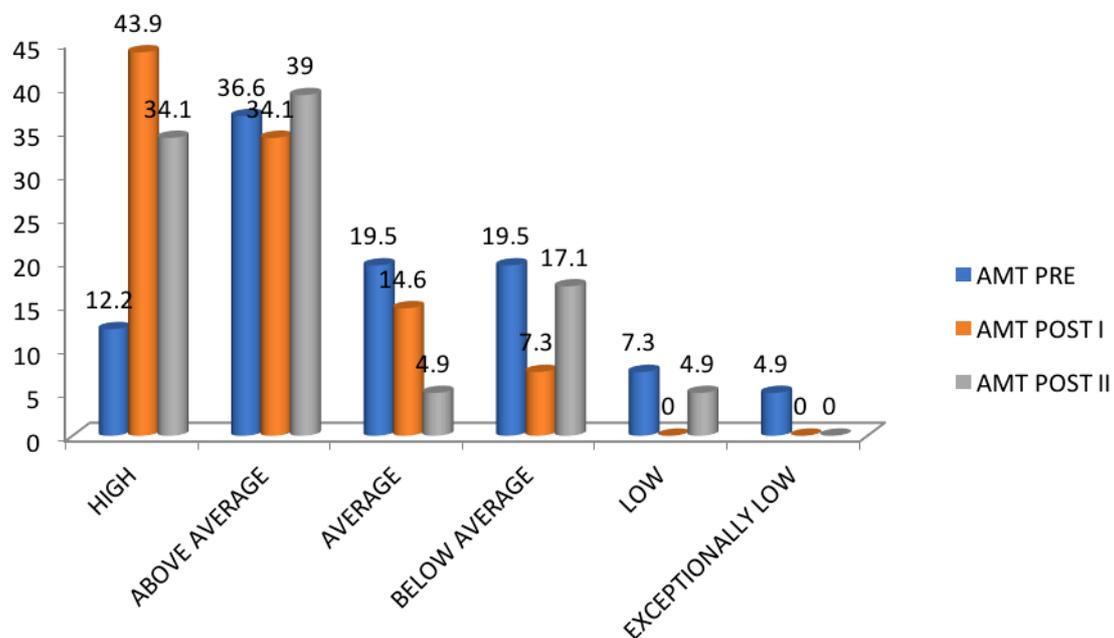
The researcher had attempted to find out whether Achievement Motivation of the respondents has any correlation with any of the components of Life Skills. It is found that among the ten core Life Skills, Self-Awareness and Critical Thinking showed a positive correlation with Achievement Motivation score. Self-awareness showed a weak but positive correlation with Achievement Motivation ( $r=.331, p<.05$ ). This would mean that Achievement Motivation increases with increase in the level of Self-awareness. Critical thinking also showed a moderately significant positive correlation ( $r=.459, p<.01$ ), which means that critical thinking skills are higher in those individuals who showed a higher score of Achievement Motivation. The results are supported by the findings of Lawrence and Vimala (2013), (Huang and Wasman, 1996), Awan et al. (2011) and Abouserie (1995). Their studies also showed the positive correlation among these components with Achievement Motivation. Accordino et al. (2000) found self-awareness and self-esteem as significant predictors of Achievement Motivation. The study was done by Fan and Zhang (2008) largely supported the hypothesis that the more creative and complex thinking styles were positively correlated with Achievement Motivation.

**Correlations between Components of Life Skills and Achievement Motivation**

Variable	Achievement Motivation
Self Awareness	.331 <sup>*</sup>
Empathy	.034 <sup>ns</sup>
Effective Communication	.127 <sup>ns</sup>
Interpersonal Relationships	.213 <sup>ns</sup>
Creative Thinking	.102 <sup>ns</sup>
Critical Thinking	.459 <sup>**</sup>
Decision making	-.110 <sup>ns</sup>
Problem-solving	.012 <sup>ns</sup>
Coping with emotions	-.102 <sup>ns</sup>
Coping with stress	-.217 <sup>ns</sup>

\*  $p < 0.05$  level, \*\*  $p < 0.01$ , ns = non-significant

**Comparative Analysis of the Percentage Distribution of The Achievement Motivation of the Respondents Along the Pre-Intervention, Post I Intervention and Post II Intervention Phases.**



To test the impact of the life skill education and training on the youth, paired T-test was done and mean values have been compared to the Pre, Post I and Post II Intervention. The results of the dependent t-test show significant changes in the levels of Achievement Motivation among the youth ( $t_{(df=40)} = -3.782$ ;  $p < .01$ ). The researcher also tested the difference in the mean values in the Pre-intervention and Post I intervention. The results showed a statistically significant difference in the Achievement Motivation of the youth ( $t_{(df=40)} = -6.076$ ;  $p < .01$ ). On further analysis using

the same paired sample T-test (dependent t-test), the mean differences of post-test I and post-test II scores of Achievement Motivation were also found statistically significant ( $t_{(df = 40)} = 5.647$ ,  $p < .01$ ). This means that Achievement Motivation showed a sustained increase after the intervention.

**Table is showing the results of the paired T-tests of the Achievement Motivation scores along the Pre, Post I and Post II Intervention.**

	Paired Differences						t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
AMT Pre and Post I	-4.341	4.575	.714	-5.786	-2.897	-6.076	40	<b>.000</b>	
AMT Post I and Post II	1.780	2.019	.315	1.143	2.418	5.647	40	<b>.000</b>	
AMT Pre and Post II	-2.561	4.336	.677	-3.930	-1.192	-3.782	40	<b>.001</b>	

## 7. Findings and Summary

The study was done among the youth who have dropped out from the formal education system. The findings of the study revealed that Life Skill Education has a significant impact on the Achievement Motivation of the youth. There was a significant difference in the level of Achievement Motivation, before and after the intervention, the differences in the mean scores being, -6.076 (Pre-Post I), 5.647 (Post I-Post II) and -3.782 (Pre-Post II). The study also found out that there is no difference in the Achievement Motivation between the male youth and female youth. This finding was supported by Nagarathanamma and Rao (2007) and Kaushik and Rani (2005).

The study revealed a significant correlation of Achievement Motivation with two the life skill components – self-awareness ( $r = .331$ ,  $p < .05$ ) and critical thinking ( $r = .459$ ,  $p < .01$ ). The results go well with the findings of Lawrence and Vimala (2013). The study also showed a significant difference in the level of Life Skills before and after the intervention. There is ample existing literature which supports life skill intervention as a remedial and preventive approach. Studies conducted by Botvin, G.J., Baker, et al. (1984), M.K.C.Nair (2005), Zollinger, T.W., Commings,

S.F., & Caine, V. (2003) supported that Life Skill Education and training help adolescents and youth to change their attitude, abandon negative influences and assertively face challenges that life poses.

The study also revealed that there is no relationship between Achievement Motivation and level of education, parental education and their family income. This states that Achievement Motivation is an intrinsic factor that should be imbibed by the individuals. A consistent, conducive and supportive environment will help these youths build up these traits. This conducive environment can be provided by supportive training programmes which enhances their internal capacities and capabilities. These programmes should be rendered periodically to help them sustain their motivation and goal direction. People having high Achievement Motivation (n-Ach) tend to excel in their respective fields, be it, business, education, art or literature. This strive for excellence will make individuals steadfast and consistent in their journey towards self-actualization.

### **8. Conclusion**

Youth being the most important segment of the country, it is necessary that this cohort should be protected from all sorts of risk factors and supported with all developmental opportunities and privileges to harness their positive energy to be utilized for their personal as well as nation's development. The significant difference in the level of Achievement Motivation after the intervention indicates that Life Skill Education and Training can be adopted as a strength-based approach towards youth development. The study has empirical evidence that financial constraints were not a prominent reason for dropping out. The youth seemed to be in a state of ambivalence, lack of proper goals and direction. Enhancing Achievement Motivation can help them set long-term goals, and when they are goal-directed, they can outweigh the risk of environmental pressures. So, in the present scenario of technological advancements, urbanization, and developments, where youth have ample opportunities to grow, Life Skill Education and training can be adopted as a proactive and strength-based approach in the development of youth.

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