# ACHIEVEMENT MOTIVATION OF THE STUDENTS OF THE FISHERMEN COMMUNITY IN TUTICORIN DISTRICT

## ABSTRACT

*Fishermen differ from other occupational communities, because of their unique life style. They are often not fishermen by caste, but by choice. Some of the agricultural farmers changed their occupation because of the heavy effect of the monsoons and took to fishing. Because of this reason, their children cannot have good achievement motivation. Studies on this aspect are very rare. Hence, this study is undertaken to find out the level of achievement motivation in the students of fishermen community and the difference among them with respect to the variables, gender, and type of school, medium of instruction, religion, locality, and number of siblings in the family. The survey method was followed. 235 students from the fishermen communities in Tuticorin district form the sample and they were selected adopting the stratified random sampling technique. The percentage analysis and CR test were the statistical techniques used in the study. Their achievement motivation in general and in the different dimensions were found to be moderate. English medium students and matriculation school students were found to have better achievement motivation than their counterparts.*

## INTRODUCTION

The factors that contribute to economic and social development are interdependent, particularly so, in developing countries. Of the various factors responsible for the development of any community or a person, apart from socio-economic status, achievement plays a major role. Achievement of an individual is attained only if an individual is motivated.

The interest in ameliorating the conditions of the under - privileged sections of the coastal areas has assumed great significance. The fishing laborers form the most vulnerable section of the fishing community. Their socio-economic status is also low (Handbook on Fisheries Statistics, Ministry of Agriculture, Govt. of India 1993)

## ACHIEVEMENT MOTIVATION

'The motivation to accomplish valued goods and avoid failure' is known as achievement motivation. This is an important determinant of aspiration, effort and persistant. This concept became important as motivation theory became less dominated by physiological drives (Peter Stretton and Nicky Hayes, 1992, p. 2) David Mc Clelland and his associates of the Harvard University in U.S. have done a lot of pioneering work in the study,

measurement and application of the achievement motive which is symbolically expressed as n.ach. (need for achievement). Mc Clelland has explained the social origins of achievement motivation and its implications for social progress. He argues that 'a high level of n.ach in a society is responsible for the high level of entrepreneurial activity which in turn leads to economic growth and modernization.' (Santhanam, S. 1985, p. 274.) The essence of achievement motivation is that it is not just a desire to achieve only, but implies a 'striving to achieve a standard of excellence in action'. It is an intense desire to perform with excellence for its own sake.

## RATIONALE FOR THE STUDY

In South East coastal districts of Tamil Nadu, particularly in Tuticorin district, traditional fishermen are living. Their families have very low income, very poor

**G.Thanalakshmi**
*Lecturer, District Institute of Education and Training (DIET) Vanaramutti, Tuticorin Dt., Tamil Nadu.*

**Dr.S.Rasul Mohaideen**
*Sr. Lecturer in English, V.O.C. College of Education, Tuticorin - 628 008, Tamil Nadu.*

literacy and also are very orthodox in religion and the whole family will earn their livelihood. (Rajkumar M. 1990 p. 4) The majority of the young ones go only for fishing, not to school even at primary level. (Senthil Athiban 1985). Their entertainments also are in the marine environment (swimming and diving). Because of the necessities of their occupation and mode of their labour, they are unable to go for schooling. (Villavarayan C. 1980)

The fishermen differ from other occupational communities because of their unique life style. They are often not fishermen caste, but fishermen by choice. Some of the agricultural farmers changed their occupation because of the heavy effect of the monsoons and took to fishing. Because of these reasons, their children cannot have good achievement motivation. (Thomas Jessy 1989, Rajkumar M. 1990 p. 4)

Besides, achievement motivation among the students differs with reference to medium of instruction (Parith P.A. 1976), order of birth (Pand Haripande P. 1976), Socio Economic Status (Abrod, 1977), Gender (Patel A.D. 1987 and S.S. Chauhan 1989), etc.

From the studies reviewed, it is inferred that the achievement motivation of the fishermen in Tuticorin district has not been studied so far so deeply. The variables mentioned above are also found to be left out. So, the investigators wish to choose the fishermen-students for their study. They also try to know whether all the children of the fishing communities are having the same motivation and whether their achievement motivation is affected due to their different backgrounds.

## OBJECTIVES

1. To find out the level of the achievement motivation in general and in different dimensions of the students of fishermen community.

2. To find out the significant difference between the achievement motivation of students of fishermen community with reference to the variables

a) Gender     b) Type of School
c) Medium of Instruction     d) Religion
e) Locality     f) Number of Siblings.

## METHOD

### a) Research Methodology followed

The investigator has selected the survey method for the study on the achievement motivation of the students of fishermen community.

### b) Tool Used

The Achievement Motivation Scale constructed by Shah Beena (1986) was used as the tool. The scale consists of 40 statements. It was revalidated through the expert's opinion and the reliability was also found by test-retest method. (correlation co-efficient = 0.96) Each statement was followed by three alternative responses. The respondent should choose the most suitable response out of the three.

### c) Population and Sample.

The study was conducted in Tuticorin district. The children of the fishermen from Tuticorin district form the population for this study. From among them, 235 students were selected. The investigator followed the stratified random sampling method to have a reasonable sample.

### d) Statistical Techniques Used

The investigator used percentage analysis for classifying the group under three categories namely low, medium and high. The scores below $X - 0.5\acute{o}$ were classified as low, the scores between $X - 0.5\acute{o}$ and $X + 0.5\acute{o}$ were classified as medium and the scores above $X = 0.5\acute{o}$ were classified as high. (Gupta, S.P. 1986 p. 235).

They also used CR test to find out the significant difference among the categories of the sample based on the background variables.

$$ C.R. = \frac{\left| \overline{x_1} - \overline{x_2} \right|}{\sqrt{\dfrac{\sigma_1^2}{N_1} + \dfrac{\sigma_2^2}{N_2}}} $$

## DELIMITATIONS

1. The investigator selected only 235 students from five schools.

2. The study is confined to IX standard students only.

# FINDINGS OF THE STUDY
## Table - 1
## THE LEVEL OF ACHIEVEMENT MOTIVATION IN GENERAL AND IN DIFFERENT DIMENSIONS

| Sl No | Category | Number | Low No | Low % | Medium No | Medium % | High No | High % |
|---|---|---|---|---|---|---|---|---|
| 1 | Achievement Motivation – Overall | 235 | 74 | 31.49 | 90 | 38.3 | 71 | 30.2 |
| 2 | Academic Success | 235 | 91 | 38.72 | 52 | 22.1 | 92 | 39.2 |
| 3 | Vocational Achievement | 235 | 81 | 34.47 | 84 | 35.7 | 70 | 29.8 |
| 4 | Social Achievement | 235 | 72 | 30.63 | 86 | 36.6 | 77 | 32.8 |
| 5 | Skill Achievement | 235 | 58 | 24.68 | 107 | 45.5 | 70 | 29.8 |

From Table 1, it can be understood that 31.49 % of the total sample fall under the low achievement motivation category, 38.30 % fall under the medium achievement motivation category and 30.21 % fall under the high achievement motivation category.

The table also shows that 38.72% of the fishermen community students fall under the low achievement category, 22.13% fall under the medium category and 39.15% fall under the high category in the dimension, 'academic success' of achievement motivation.

34.47% of the fishermen community students fall under the low achievement category, 35.74%, fall under the medium category and 29.79% fall under the high category in the dimension, 'vocational achievement' of achievement motivation.

30.64% of the fishermen community students fall under the low achievement category, 36.60% fall under the medium category and 32.77% fall under the high category in the dimension, 'social achievement' of achievement motivation.

24.68% of the fishermen community students fall under the low achievement category, 45.53% fall under the medium category and 29.79% fall under the high category in the dimension, 'skill achievement' of achievement motivation.

## Table - 2
## DIFFERENCES IN ACHIEVEMENT MOTIVATION WITH REFERENCE TO BACKGROUND VARIABLES

*Research Paper*

| S. No | Variable | Categories | N | Mean | S.D. | C.R. | Table Value | Remarks |
|---|---|---|---|---|---|---|---|---|
| 1 | Gender | Male | 113 | 49.903 | 10 | 0.2 | 1.96 | NS |
|   |   | Female | 122 | 50.164 | 9.7 |   |   |   |
| 2 | Medium | English | 47 | 52.87 | 8 | 2.58 | 1.96 | S |
|   |   | Tamil | 188 | 49.52 | 10 |   |   |   |
| 3 | Religion | Non-Hindu | 213 | 49.91 | 11 | 0.63 | 1.96 | NS |
|   |   | Hindu | 22 | 51.32 | 8.3 |   |   |   |
| 4 | Locality | Urban | 162 | 50.17 | 1 | 0.29 | 1.96 | NS |
|   |   | Rural | 73 | 49.75 | 10 |   |   |   |
| 5 | Type of School | Aided | 143 | 49.608 | 11 | 0.78 | 1.96 | NS |
|   |   | Govt. | 45 | 48.422 | 8.2 |   |   |   |
|   |   | Aided | 143 | 49.608 | 11 | 2.23 | 1.96 | S |
|   |   | Matriculation | 47 | 52.894 | 8 |   |   |   |
|   |   | Government | 45 | 48.422 | 8.2 | 2.66 | 1.96 | S |
|   |   | Matriculation | 47 | 52.894 | 8 |   |   |   |
| 6 | Number of Siblings | Below 3 | 80 | 50.7 | 9.2 | 0.14 | 1.96 | NS |
|   |   | 3 to 5 | 90 | 50.5 | 9.8 |   |   |   |
|   |   | Below 3 | 80 | 50.7 | 9.2 | 1.24 | 1.96 | NS |
|   |   | Above 5 | 65 | 48.585 | 11 |   |   |   |
|   |   | 3 to 5 | 90 | 50.5 | 9.2 | 1.12 | 1.96 | NS |
|   |   | Above 5 | 65 | 48.585 | 11 |   |   |   |

From Table.2, it is inferred that

a) the variables Gender, Religion and Locality do not have any influence on the achievement motivation of the students of fishermen community.

b) English medium students are having better achievement motivation than their Tamil medium counterparts.

c) Matriculation school students are having better achievement motivation than government and aided school students and aided school students are having better achievement motivation than government school students.