



A Comparative Study on Achievement Motivation among Adolescents in Rural, Urban, and Tribal Communities in Malappuram District, Kerala

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ABSTRACT

This study aims to conduct a comparative analysis of achievement motivation among adolescents from rural, urban and tribal communities in Malappuram District, Kerala. Achievement motivation is a key determinant of academic and personal success. It is influenced by various socio - cultural and environmental factors. Using a quantitative research method and standardized tool were employed to assess the level of achievement motivation among adolescents. The findings reveal significant variations in achievement motivation level in three communities. The study underscores the need for targeted intervention and policy measure to bridge motivational disparities and promote equitable educational outcome across diverse community settings.

Introduction

Adolescence is a period of unprecedented change and turmoil. The Latin verb *Adoelscere*, which meaning "to grow to maturity," is where the word "adolescence" originates. Physical, biological, social, behavioral, and emotional changes occur throughout this time. They grow less self-absorbed during middle adolescence (ages 14 to 17) and begin making life decisions, experimenting with their self-image,



seeking out new experiences, forming enduring relationships, and developing morals and values, among other things. They frequently failed to articulate their preferred conduct and make decisions. The transition from infancy to maturity, or adolescence, is a crucial phase in human development. This is a period of greater opportunity, when youth start to explore and grow quickly. Thinking critically on oneself and the world around oneself is a sign of individuality and independence. They start to adjust to the significant bodily, psychological, and social changes and difficulties that come with adolescence. According to Erickson (1968), adolescents have long been thought of as a group of individuals who are looking for a sense of identity and purpose in their life. It is the period of transmission from childhood to adulthood

Achievement Motivation

Achievement Motivation is defined as behaviors dedicated to developing and demonstrating higher abilities. Achievement motivation seems to vary from person to person. According to McClelland achievement motivation is affected in connection with evaluated performance in which competition with a standard of excellence was paramount. Some people have high achievement motivations in school, while others in bowling, and while others in nothing at all. What makes us strive or not strive for that goal- well one easy way to think about it is through extrinsic and intrinsic motivators.

Need for Achievement motivation

Need for achievement motivation refers to an individual's desire for significant accomplishment, mastering of skills, control, or high standards. The term was first used by Henry Murray and associated with a range of actions. These include: "intense, prolonged and repeated efforts to accomplish something difficult. To work with singleness of purpose towards a high and distant goal

Objectives:

1. To assess the level of achievement motivation among adolescents in rural, urban, and tribal settings.
2. To compare achievement motivation between the three groups.
3. To identify socio-cultural and environmental factors influencing motivation levels.

Review of Literature



Kalpana Kumari and Syed HASAN Qasim (2015), *A study of achievement Motivation in relevance tutorial accomplishment of higher Secondary Students*. This study investigated the connection between accomplishment motivation and tutorial accomplishment of school students. Additionally, the study acknowledged the scholars profile to determine the degree of feat motivation, and their tutorial accomplishment. a complete of two hundred students designated from totally different govt. and personal faculties of Allahabad town participated within the study. The study- confirms the importance of accomplishment of achievement motivation to tutorial achievement and ended by creating perceptive suggestions and proposals to stakeholders in education in serving to students to reinforce their motivation to boost on their tutorial performance.

C Sarangi (2003), *Accomplishment motivation of the high school students: a case study among totally different communities of Goalpara district of Assam* .In this article reveals that accomplishment Motivation may be a consistent try force of a private to realize success to sure normal of excellence in competitor scenario. During this study a trial was created to check the impact {of accomplishment of accomplishment of feat} motivation on the tutorial achievement of the high school students of social group and nonsocial group communities in relevance their sex and scene. For this purpose a sample of two hundred students, finding out at school IX of 10 government high faculties of Goalpara District of province was designated. It had been found that there was no important distinction between social group-non tribal and boy - lady students however urban students have shown high accomplishment motivation than the agricultural students. Just in case of relationship between accomplishment motivation and tutorial accomplishment it had been ascertained that there was no important relation between accomplishment motivation and tutorial accomplishment of social group, boy and rural students however there was a big relationship between the accomplishment motivation and tutorial accomplishment of nonsocial group, lady and concrete students.

Research Methodology

The present study was carried out in Malappuram District, located in the state of Kerala, India. The target population for the study comprised adolescents aged between 14 and 17 years. To ensure a comprehensive understanding of adolescent experiences across different socio-geographical settings, the sample was drawn from three distinct categories: rural, urban, and tribal areas. Specifically, the rural sample was selected from villages such as Nilambur and Edakkara, the urban sample from towns like Malappuram and Manjeri, and the tribal sample from regions including Chaliyar and Chungathara. A total of 60 adolescents were selected from each of these categories, resulting in an overall sample size of



180 participants. The sampling technique employed was stratified random sampling, which allowed for proportional representation of each group while maintaining the element of randomness in participant selection. This method ensured that the findings would be more reflective of the diverse backgrounds and living conditions of adolescents within the district.

Tool for Data Collection:

A standardized **Achievement Motivation Scale** is used find of the level of Achievement motivation, Achievement Motivation Inventory Developed by Muthee J.M and Immanuel Thomas scale is used. The scales have 32 questions. The total score is attained by summing the score for each of the 32 items. The latter ranges from 1 – 5 and the total score from 32 to 160.

Research design

Research design is the logical and systematic planning in directing the research. Research design is a tentative strategy of the research process, which is most likely to be modifying by new aspects, new conditions, and new interpretation with variables as it progress. Research design is a detailed plan outlining how the research will be carried out. This study has adopted descriptive research design. It is descriptive research because it describes the level of psychological resilience and achievement motivation of school going adolescents.

Data collection and analysis

Total number of respondents is 180 from different Govt.Schools in Malappuram district, Kerala. The duration of data collection was one month. The time period for data collection was from September 3rd to 30th, 2025. The simple percentage calculation has been made for the independent key variables. The chi-square tests have been applied to find out the significant association and relationship between variables. The correlation tests have been applied to find out the significant association and correlation between variables. ANOVA and t-test were applied to find out the significant difference among the independent variables with the scores of key Variables.

Achievement Motivation Score of the Respondents in Different Communities

Achievement Motivation	Urban	Rural	Tribal	Total
Low (1-54)	11 (18.3%)	6 (10.0%)	10 (16.7%)	27



Moderate (55-104)	37 (61.7%)	48 (80.0%)	41 (68.3%)	126
High (105-160)	12 (20.00%)	6 (10.0%)	9 (15.0%)	27
Total	60	60	60	180

The above table shows the level of achievement motivation among the respondents of different communities. In Urban community 20 percent of the respondents having high achievement motivation score and 61.7 percent of the respondents having medium level of achievement score and 18.3 percent of the respondents having average level of achievement motivation score. In Rural community 10% of the respondents has both high and average level of achievement motivation score and majority of the respondents (80 percent) having medium level of achievement motivation score. In tribal community 68.3 percent of the respondents having medium level of achievement motivation score and 10 percent of them have average level of achievement score. 15 percent of the respondents of urban community having high level of achievement motivation score. Compare to rural and urban community, tribal community having high level of achievement motivation score. Compare to tribal and urban community, the respondents of rural community having medium level of Achievement motivation score. In urban community they get lots of chances to achieve their desired status. Some times that doesn't work hard to achieve their desired status. But in the case of rural and tribal community they didn't get better opportunity like urban. So they should work hard to achieve their desired status. So in this research the researcher find out the respondents of tribal and urban community having high level of achievement motivation score.

Findings

- Majority of the respondents have medium level of achievement motivation
- In tribal community 15% of the respondents have high achievement motivation score.
- In rural community 10% of the respondents have high achievement motivation score.
- In urban community 20% of the respondents have high achievement motivation score.
- There is no significant correlation between age and achievement motivation in different communities.
- socio-cultural and environmental factors influencing motivation levels in all the communities



Suggestions

- Adolescents in the tribal community have lots of desires but they do not allow their financial status to do so. So in their schools they need to give coaching like IAS, Entrance examinations etc.
- Resilience is the very essential capability for all. Students need to develop resilience. So All school should focus on creating psychological resilience in children.
- Compare to other communities Tribal communities are the backward community. Adolescents in the tribal community have lot of skills and calibres. Thier family situations do not allow them to rise. So the situation should be available to school in order to bring them to higher level.
- In every school, the teachers try to make the adolescents comes up with resilient and achievement oriented human beings.
- In the study it is found the even though urban and rural children get lot of external exposure for their development compared to the tribal children the level of their achievement motivation and psychological resilience are being less. It would be beneficial for the students in all communities to be get trained for basic skills for their betterment. In other words, along with physical needs psychological development should be facilitated.
- There should be lesion in all school to create awareness on the basic psychological aspects of individual development. So that the students may grow holistically and comprehensively.
- In the teacher education training, student's assessment tools can be introduced so that the teachers themselves can help the students to an extent. The lack sufficient mental health worker is evident in the Indian scenario. Through the acquisition of assessing skills the above lag can be overcome.

Conclusion

It is found that the majority of the respondents have medium level of accomplishment motivation. In tribal community fifteen percentages of the respondents have high accomplishment motivation score, in rural community ten percentages of the respondents have high accomplishment motivation score, in urban community twenty percentages of the respondents have high accomplishment motivation score.

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