

A STUDY OF ACHIEVEMENT MOTIVATION AMONG BIRTH ORDERS

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Abstract:

The present research paper deals with the achievement motivation and birth orders of school going children. For obtaining the achievement motivation scores, a sample of 90 students was taken and divided into three equal parts i.e., first, second & third birth order. The achievement motivation scores were determined with the help of Rao Achievement Motivation Test. The results reveal that there was no significant difference on achievement motivation between first born & second born children. There was significant difference on achievement motivation between first born & third born children i.e., the achievement motivation of third born children is higher than first born children, whereas there was no significant difference on achievement motivation between second born & third born children.

KEYWORDS:

achievement motivation , Psychology , theoretical discussion , social environments.

INTRODUCTION

The study of birth order & its correlates have been one of the early interests in Psychology. Birth order can affect many aspects of an individual's life. It has been shown to affect things like personality (Howarth, 1982), self-esteem (Romeo, 1994) and cognitive achievement (Travis, 1995). Many studies have been done in an attempt to determine what exactly makes people who they are. Birth order has been relevant in many research studies. Each rank, the oldest, middle, youngest, and only, generally have similar characteristics that are common in different people of the same birth order.

In fact, the theoretical discussion of the meaning and effects of birth order have been traced back to "Alfred Adler (1928)", who first recognized birth order as a significant factor in personality development. Adler believed that "even though children have the same parents and grow up in nearly the same family setting, they do not have identical social environments" (Hjelle & Ziegler, 1992). Adler also reported the characteristics that the various birth orders seem to share. The oldest child tends to be conservative, power oriented & predisposed towards leadership (Hjelle & Ziegler, 1992). The only child according to Adler tends to be dependent and self centered (Hjelle & Ziegler, 1992).

Adler is also quoted as saying, "the only child has difficulties with every independent activity and sooner or later they become useless in life" (Lemon 2000). Further more, the middle child is usually achievement oriented, but may set unrealistic goals that will end in failure; finally the youngest tends to be highly motivated to outdo older siblings in various accomplishments (Hjelle & Ziegler, 1992).

Several studies found achievement motivation, rather than intelligence, to be associated with ordinal position in the family (Vandergriff & Rust 1985). Later research on birth order and achievement motivation began to focus on aspiration levels and achievement attributions more than simply on academic achievement. Toni Falbo, (1981) observed a significant relationship between birth order and competitiveness. First and middle children scored significantly higher than last born on competitiveness. Linda Hargrove & Toni Falbo, (1986) explored the relationship between birth order & achievement motivation and found a significant correlation between birth order & one specific facet of achievement

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motivation i.e., competitiveness. It may be that the presence of competitiveness mediates the relationship between birth order and achievement.

It is logical to conclude that these similar characteristics will affect other aspects of life, namely "achievement motivation". If the birth order factor has a major influence on an individual's personality, and different people of the same birth order have similar personality traits, then this research attempt to determine that birth order can effect on achievement motivation in school going children.

OBJECTIVES OF THE STUDY:

To find out the significant difference on Achievement Motivation between first born & second born children.

To find out the significant difference on Achievement Motivation between first born & third born children.

To find out the significant difference on Achievement Motivation between second born & third born children.

HYPOTHESES:

)There is no significant difference on Achievement Motivation between first born & second born children.

There is no significant difference on Achievement Motivation between first born & third born children.

There is no significant difference on Achievement Motivation between second born & third born children.

VARIABLES:

Independent Variable - Birth Order

Dependent Variables - Achievement Motivation

RESEARCH METHODOLOGY

SAMPLE & SAMPLING:

For the study, sample size of 90 (equal size of 30: First, Second & Third birth order) was selected from the Dev Snskriti Vishwavidyalaya (DSVV) Haridwar, (UK) through Quota Sampling.

RESEARCH DESIGN:

In this research paper researcher used Ex Post Facto Design.

TOOLS:

In this research work researcher used RAMT (RAO ACHIEVEMENT MOTIVATION TEST).The inventor of this test is Dr. G. Gopal Rao; Reader in Education, NCERT (New Delhi).

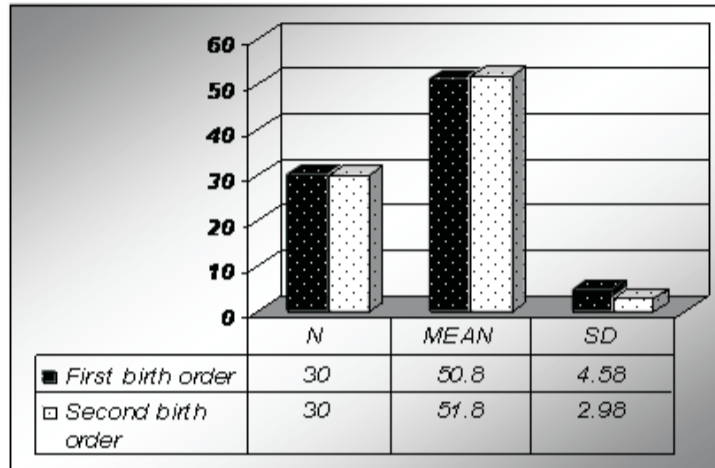
RESULTS

Hypothesis 1: There is no significant difference on Achievement Motivation between first born & second born children.

| Order | N | Mean | SD | SE _D | C _R | Not Significant |
|-------------|----|------|------|-----------------|----------------|-----------------|
| First born | 30 | 50.8 | 4.58 | 0.99 | 1.01 | |
| Second born | 30 | 51.8 | 2.98 | | | |

df = 58

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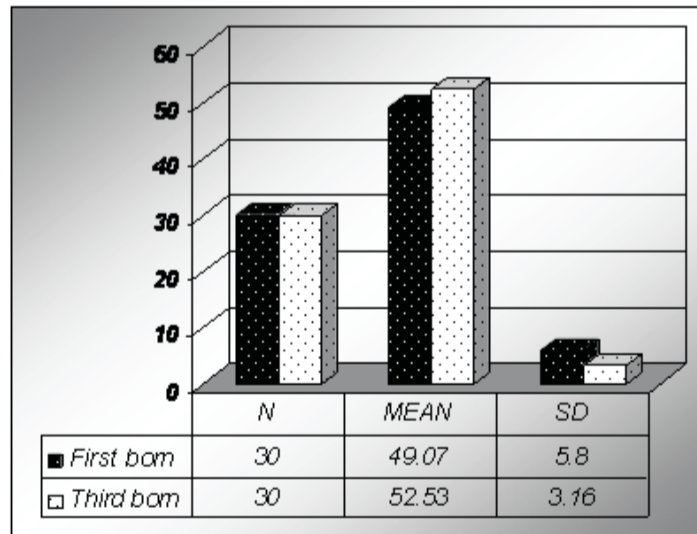


On the basis of the result table and graph, the mean of the first born and second born children are 50.8 and 51.8 respectively. The SDs of the first born and second born children are 4.58 and 2.98 respectively. The t-test was used to assess the significance of the hypothesis. The obtained t-value is 1.01, since the obtained t-value is less than the table value at 0.05 level of confidence for $df = 58$. So, there is no significance difference on achievement motivation between first born & second born children. Since the hypothesis 1 is not rejected.

Hypothesis 2: There is no significant difference on Achievement Motivation between first born & third born children.

| Order | N | Mean | SD | SE _D | t-value | Significant at 0.05 level |
|------------|----|-------|------|-----------------|---------|---------------------------|
| First born | 30 | 49.07 | 5.80 | 1.68 | 2.06 | |
| Third born | 30 | 52.53 | 3.16 | | | |

$df = 58$



On the basis of the result table and graph, the mean of the first born children and third born children are 49.07 and 52.53 respectively. The SD of the first born children and third born children are 5.80 and 3.16 respectively. The t-test was used to assess the significance of the hypothesis. The obtained t-value is 2.06,

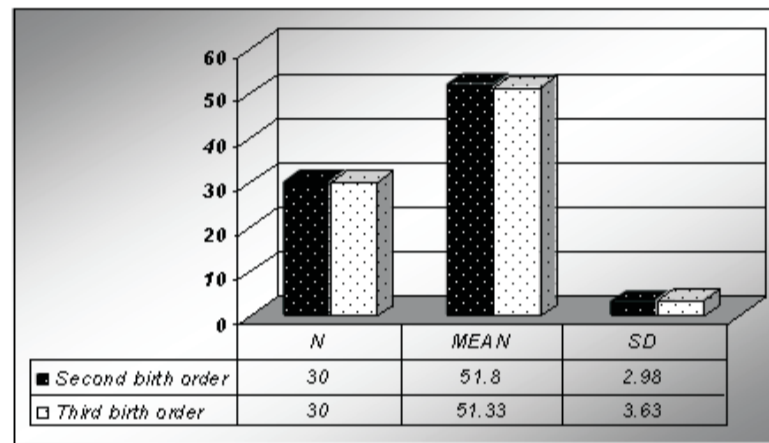
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since the obtained t-value is more than the table value at 0.05 level of confidence and less than the table value at 0.01 level of confidence for df = 28. So, there is significance difference on achievement motivation between first born & third born children. Since the hypothesis 2 is rejected. As a result, it can be said that the achievement motivation of third born children is higher than first born children.

Hypothesis 3: There is no significant difference on Achievement Motivation between second born & third born children.

| Order | N | Mean | SD | SE _D | C _R | Not Significant |
|-------------|----|-------|------|-----------------|----------------|-----------------|
| Second born | 30 | 51.8 | 2.98 | 0.85 | 0.55 | |
| Third born | 30 | 51.33 | 3.63 | | | |

df = 58



On the basis of the result table and graph, the mean of the second born and third born children are 51.8 and 51.33 respectively. The SD of the second born and third born children are 2.98 and 3.63 respectively. The t-test was used to assess the significance of the hypothesis. The obtained t-value is 0.55, since the obtained t-value is less than the table value at 0.05 level of confidence for df = 58. So, there is no significance difference on achievement motivation between second born & third born children. Since the hypothesis 3 is not rejected.

DISCUSSION & INTERPRETATION

In this work the researcher has made 3 hypotheses which are all null hypotheses. Results show that our 2 hypotheses are not rejected and only 1 hypothesis is rejected. The 2th hypothesis “there is no significant difference on achievement motivation among first born & third born children” is rejected.

It revenues that there is significant difference on achievement motivation among first born & third born children. Consequently, we can say that the achievement motivation of third born children is higher than first born children. Adler (1908) has studied four types of birth order i.e., first, second, last & alone. According to his view first born children get undivided love and care of their parents. But after that they have to face many awful experiences of life, because after the birth of second children the parent's love & affection goes off from first to the second one. Due to this reason the first born children starts hating their others siblings more. Second birth order children in the comparison of first born children, leads their life in better way. These types of children have much social interest and they have helping & competitive feelings in greater amount. According to Adler, second birth order children have more achievement orientation. The mental state of last born children is unique. In this type of children there is lack of self-dependence and they are full of inferiority feelings. In order to get rid of inferiority feelings, these children love a tendency to move ahead from their elder siblings. Therefore, last born children love more achievement orientation in them. Hence, we can pronounce that the above result (the achievement motivation of third born children is higher than first borns) demonstrates the theory of Adler (1908).

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Hypotheses 1st & 2nd are not rejected. It means that variables of above hypotheses did not score significant difference on achievement motivation. Achievement motivation is such a motive which induct to the person in such a way that he can get more and more success. As "Munn, Fernald & Fernald", (1972) said, "Achievement motive seeks the willingness to get to specific level of superiority." Not only birth order but also many other factors affect to achievement motivation. For example, many psychologists showed in their research that achievement motivation has warm relationship from the 'independence training' given by the parents to their child. 'Sex' also affect to achievement motivation. Maccoby & Jacklin (1974) did a study and found that in the school girls have identical achievement motivation to boys and sometimes it has been discovered more in girls than boys. A number of psychologists considers that an individual's 'socio-economic status' also affects to his need of achievement. Who have low socio-economic status, they have high achievement motivation and who have high socio-economic status, they have low achievement motivation.

There has been a lot of research related to the birth orders which point out towards this result. Such as, the birth order theory states that a person's position in their family does seem to affect their behavior both at home and at school (Morales, 1958). First born children seem to have higher academic achievement motivation than middle or last born children (Paulhus, Trapnell, & Chen, 1999; Phillips, 1994). These findings have been seen as false by some researches, who say that factors such as the mother's age at birth, number of siblings, genetics and environment have more to do with academic achievement (Scholastic, 2006). Therefore, finally we can say that birth order is a controversial topic, and has been debated for decades.

CONCLUSION

The main findings of the study were:

1. There was no significant difference on achievement motivation between first born & second born children.
2. There was significant difference on achievement motivation between first born & third born children i.e., the achievement motivation of third born children is higher than first born children.
3. There was no significant difference on achievement motivation between second born & third born children.

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