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A study of motivational components of socially advantaged and disadvantaged college students

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Abstract

Motivation is a very important concept in human being. The three components of motivation are activation, persistence and intensity but when we examine more motivational components for socially advantaged and disadvantaged college students, we find that aspirational level, degree of risk taking and the achievement motive also plays a very important role in their future decision making and as a motivational components. Socially disadvantaged college students sometimes lag behind due to lack of resources and guidance and they also pay some psychological price and advantaged students can excel with the help of supportive peer group and surrounding but it does not apply everywhere and every time. Goals and motives are inseparable and young mind can do anything irrespective of their social background if they have one set goal and clear motive to achieve it.

Keywords: Motivations components-activation, persistence, intensity Aspirational level

1. Introduction

Motivation plays a very important role in the life of individual and helps to keep up inspire in every situation and in wake of life. This motivation can come from anything, peer group, books, inspiring stories of any other person or from within. The three components of motivation are activation, persistence and intensity. Activation involves the decision to do a behaviour or action. Persistence is where we continue to strive for a goal even when there are obstacles or challenges standing in our way to reach that goal. Persistence involves using a great deal of our time, energy, and resources in order to overcome the obstacles and achieving the goal we want to achieve. Intensity is where we put in the concentration and vigour to achieve our goals. These three components apply everywhere irrespective of social status but some other factors also play role in motivation.

Learning motivational components for socially advantaged and disadvantaged college students will surely be different and distinct to each other. Their environment, support, surroundings will ultimately affect the student in their learning process. With low socio-economic status, it becomes hard for disadvantaged college students to participate in social and cultural activities, learning more beyond the books as they don't have access of reading materials, societies where they can learn to communicate, can learn to make broader perspective towards any ideas or opinions. Here it seems that an aspirational level, the advantaged group will excel the disadvantaged college as they are more socially stable, have all access to resources, attend more societies and interact with like-minded people. Students with financial support and care will also have less burden and ultimately less mental pressure and this will enhance their to ability to take risk for their goal. On the other hand, disadvantaged students have a lot of financial problems so standard set by them for their own success and goal will surely will get affected by above mentioned factors and they can limit themselves on something stable and permanent but not in some actions that involves some significant degree of risk. disadvantaged college students pay a "psychological price" in the interpersonal encounter with better-resourced peers but I believe that's is no such type of cases in school as all students- advantaged and disadvantaged look forward to a positive aspect of life.

Now when we examine both type of student in achievement motive, we find that the advantaged group of the respondents will excel at some points and show more of it than other group of the respondents but it will not apply everywhere but only in general situation.

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It doesn't really mean that disadvantaged will lag behind always. They will try their best to keep up with others and can excel in the development of achievement motive. Goals and motives are inseparable. People work to achieve the goals. As soon as the goal is achieved he/she would be no longer interested in work. Therefore, it is very essential for a person to make goals every time so that they can work harder to achieve it and if any goal is fixed they will try their best to achieve at any cost so here the will power works not the social and economic status.

After examining both sections on different basis like on achievement goal, on aspirational level and on risk taking level, we find that it partially depends on student's socio-economic status and mostly depend on their own personal ability to do great, take risk and achieve anything or everything they want. We also have to keep in mind that exceptions happen everywhere and it does not define that only one section can improve and other is destined to lag behind.

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