

**ACHIEVEMENT MOTIVATION AMONG TEENAGE CHILDREN OF
EMPLOYED MIGRATED MOTHERS AND CHILDREN LIVING WITH
BOTH PARENTS IN KANDY DISTRICT– WEST HALL ESTATE:
A COMPARATIVE STUDY**

Dissertation submitted by

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In partial fulfillment of the requirements for the award

Of

Bachelor of Science in Psychology and Counselling (BSc.)

From

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Declaration

Candidate's Declaration

I, Arul Mari Sam Paul, declare that this Dissertation is submitted as partial fulfillment of the requirements for the award of Bachelor of Science in Psychology and Counselling, from the Faculty of Humanities and Social Science, Aquinas College of Higher Studies, is wholly my own work and to the best of my knowledge and belief contains no material previously published or written by another person, except that which is acknowledged. I confirm that the contribution of any supervisors and others to this research and to the dissertation was consistent with normal supervisory practice.

.....

Signature of the candidate

.....

Date

Academic Advisor's Declaration

I, Rev. Dr. Sunil Rupasinghe, confirm that, to the best of my knowledge the research was carried out and the Dissertation was prepared under my direct supervision. The research was conducted in accordance with the degree regulations and represents the original research work of the candidate. The contribution made to the research by me was consistent with normal supervisory practice.

.....

Signature of the Academic Advisor

.....

Date

ACKNOWLEDGEMENT

I can do all things through Christ who strengthens me (Phill 4:13)

First and foremost, I would like to thank God Almighty for giving me the strength, knowledge, ability and opportunity to undertake this research study and to persevere and complete it satisfactorily. Without his blessings, this achievement would not have been possible. I would like to express my deep and sincere gratitude to my research supervisor Rev. Fr. Sunil Rupasinghe for providing guidance throughout this research. His dynamism, vision, sincerity and motivation have deeply inspired me. He has taught me the methodology to carry out the research and to present the research works as clearly as possible. It was a great privilege and honor to work and study under his guidance. I am extremely grateful for what he has offered me.

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I am extending my thanks to my dearest parents, I am extremely grateful to them for their love, prayers, caring and sacrifices for educating and preparing me for my future. Your support and love means the world to me! Finally, my thanks go to all the people, especially my friends who have supported me to complete the research work directly or indirectly.

DEDICATION

To every soul that loves their children unconditionally

ABSTARCT

This research is a comparative research study. A study on Achievement Motivation among teenage children of employed migrated mothers and children living with both parents in Kandy District– West hall Estate. This research is a comparative study; convenient sampling method was used. The total sample size was 60. Which included 30 teenage children of employed migrated mothers and 30 teenage children living with both parents. Samples were from the four divisions of West hall Estate; West Hall, Baranda, Barkepal and Rilagala. Participants comprised from CP/GP/K/ West Hall Tamil Vidyalaya, Kataboola. Deo – Mohan Achievement Motivation Scale was used to measure the Achievement Motivation of two groups. The results reflected that the level of Achievement Motivation among teenage children of employed migrated mothers and teenage children living with both parents have a medium level of Achievement Motivation. According to the result of the study null hypothesis was rejected. However, they do differ in their Achievement Motivation level and it is significant. Teenage children living with both parents have a higher level of Achievement Motivation than the teenage children of employed migrated mothers. Hence, this study concluded that there is a significant difference between Achievement Motivation among teenage children of employed migrated mothers and teenage children living with both parents. Additional studies were suggested to confirm the findings, and the research methodology should be expanded to include a qualitative approach to further understand factors contributing to achievement motivation, especially in the teenage children of employed migrated mothers.

Key words: Achievement Motivation, Teenage Children, Migrated mothers

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CHAPTER 1: INTRODUCTION

1.1 Background of the study

As human beings, we have many needs to be accomplished. McClelland and Geen say those needs to maintain the life cycle of each and everyone's life in this world are such needs as food, achievement, affiliation and power. Motivation is the drive to achieve these needs. Even though hunger might be one of the strongest primary drives in our day - to - day routine, we are also motivated by powerful secondary drives that have no clear biological basis. Among those the most prominent is the need for achievement. It is a stable, learnt characteristic in which satisfaction is obtained by striving for and attaining a level of excellence. (Feldman, 2004)

According to the Annual statistical report of foreign employment (2017), foreign employment industry continued its rank as the second-largest earner of foreign exchange in Sri Lankan economy. Over 90% of Sri Lankan employees working abroad were in the Middle Eastern countries. The female participation for foreign employment was 34%; out of total departures during the year 2017, 77% of female migrant workers were housemaids. 75% of the more than 1 million women who have migrated are married and 90% of them have children. 3rd Majority of recruitments for female foreign employment (Housemaids) was reported from Kandy District.

Research has shown that a parent's involvement is the most prominent fact in a child's school success. Further, studies have also confirmed that there is a correlation between parent involvement and children's educational development and subsequent fundamental academic motivation (Gottfried, Fleming, & Gottfried, 1994). Many studies have revealed that children of employed migrated mothers have been subjected to a diversity of problems with long-term consequences to themselves and society (Jayasinghe 2009; Senaratna, Perera & Fonseka 2011).

This study sought to answer the general question “To what extent achievement motivation among children of employed migrated mothers, compared to children living with both parents in West Hall Estate - Kandy District”. This study was conducted to reveal the importance of the “presence of mother” in children’s Achievement Motivation for their academic performance.

Achievement Motivation

Motivation means the general process through which behaviour begins and then is directed towards a certain goal. The word “Motivation” came from the Latin word *movere* which means “to move”. Hence, motivation refers to the processes that lead to the instigation, continuation, intensity, and quality of behaviour. Achievement Motivation is the desire to achieve a standard of excellence, to do well for the sake of doing well rather than for extrinsic reward. It has been noticed by behavioural scientists that people have an intense desire to achieve something, while others may not seem that concerned about their Achievement. It is also noticed that people with a high level of Achievement Motivation exhibit certain characteristics.

Achievement Motivation is a widely researched topic in both the fields of psychology and education. Achievement Motivation can best be understood by examining the meanings of “Achievement” and “Motivation” separately. Achievement typically stresses the importance of accomplishment and attainment with the effort involved (Mandel & Marcus, 1988). Motivation relates to an individual’s reason for engaging in an activity, the degree to which an individual pursues the activity, and the persistence of the individual (Graham & Weiner, 1996). Achievement Motivation is an important issue for psychologists and individuals in the field of education because it has been correlated with academic self-concept (Marsh & Ayotte, 2003), academic self-efficacy (Bong & Skaalvik, 2003), personality traits (Mandel & Marcus, 1988), developmental level (Guay, Marsh, & Boivin, 2003), and gender differences (Mandel &

Marcus, 1988). In the proposed theory of Achievement Motivation of Atkinson & Feather (1966), says that an individual's achievement oriented behaviour is based on three parts. The first part is being the individual's predisposition to Achievement, the second part is being the probability of success, and third is the individual's perception of the value of the task.

When it is with the students, they may have the desire to achieve, and the ability to accomplish the task, but feel the accomplishment has little or no value and feel doing it is not worth the effort or time. Some others may fear that they are not capable of completing the required task, so they do not even begin. They also feel it is better to receive a lower overall grade than to prove they cannot correctly complete the task (Monte & Lifrieri, 1973).

The way we try to achieve may differ from one individual to other. Some individual's need for achievement is very high, but for some others, it may be very low. However, there are high achievers and low achievers. Socialization process and learning experiences are the reasons for the difference in the effect of Achievement Motivation. Also, it emphasizes that those who have high achievers as their models in their early life experience would develop the higher need to achieve, while those who have low achievers as their models hardly develop the need to achieve Gesinde (2000). In students their success in academic, sports and also job-related situations Achievement Motivation is considered as an essential factor. Especially in the academic setting, it was inspired by their view of motivation, competency beliefs and value beliefs which could be more pliable than their cognitive ability. As such views prove it's important to improve learning and achievement processes in students in the educational system (Spinath, Spinath, Harlaar, & Plomin, 2006).

Teenage children

A child is a person who's 19 years or younger unless national law defines a person to be an adult at an earlier age (United Nation). Teenage children are those who are between the age of

13 and 19. Good thing at this stage is children are possibly the quickest that they will ever be; their affections, crushed will never be better and also their excitements will never fairly be the same. But, the bad thing is during this time the chances of putting themselves in harm will increase by 200%, relative to childhood (Dahl, 2001).

Another biological factor is as the teenager's (adolescent's) immature prefrontal cortex; they are incapable of making rational decisions (Todd. Y, 2007) which is the rational and vulcanized region of the brain (Cohen J.D, 2005). Every part of our body keeps changing during the life span development, also the prefrontal cortex of the brain changes along with other parts of the brain. A child's prefrontal cortex is even less mature than the teenager's (adolescent's).

This is the period where every teenager goes through a transformation of biological, psychological, social and economic era. Researchers of age have identified the stages of development as Early Adolescence (11-14 years), Middle adolescence (15-18 years), and late adolescence or youth, it often recognized (18-21). It is the most emotional periods of life. During these stages, many aspects can be observed. They will be biologically proficient of reproduction, that's why they show more interest in sexual and intimate relationships. They become smarter, more sophisticated and capable of making decisions. Teenagers are there in the transitional stage because during this stage only childhood is get divided by age. Many trends emphasize positive aspects in specific areas in teenagers. Depending on the trends they assess them. They exercise psychology in a personality-based acting way, facing the fierce battle to dominate between the positive and negative side. They attempt to cultivate calm, a sense of self-restraint and self-control, self-confidence, authenticity, sense of reality, ambition, sense of humour and other qualities of personality during this developmental stage. As present environment is getting change and its became more complex the teenagers had to face those change and complex in which many things can go right or wrong because they are vulnerable.

We should have a full appreciation of these environments as well as society's opportunities to shape them (Celcima. D, 2017).

Migrated Mothers

Foreign employment industry continued its rank as the second-largest earner of foreign exchange in the Sri Lankan economy. Qatar, Saudi Arabia, Kuwait and U.A.E. were the major labour receiving countries that have captured over 79% of Sri Lankan labour market. Their work contracts do not fall under labour laws but under the jurisdiction of immigration authorities.

Sri Lanka is foremost labour providing country in Asia, with a high proportion of female labour migrants employed as domestic housemaids in Middle East with increasing remittances. During the year 2017, over 90% of Sri Lankan employees working abroad were in Middle Eastern countries. The female participation on foreign employment was 34%, out of total departures during the year 2017. Majority of the females had been recruited as housemaids in the year 2017 it was 77% of total female migrant workers. Third majority of recruitments for female foreign employment (Housemaids) was reported from Kandy District.

There are many numbers of social disturbances can occur without a mother at home. Such as, families become dysfunctional, lack of mother's care and love, money gets used before the mother returns, the husband starts drinking or becomes unfaithful, increased incidents of incest, some teenage children get pregnant, some get abused and children get dropped out of school (Tidball.S, 2011). Also, these migrated employers face many negative impacts Such as abuse, death, circular migration, extended periods of separation from family (more than 10 years), physical or mentally ill and culture shock affects many migrated employers while working abroad (Popul. J, 2010).

A study of Siriwardhana C, Wickramage .K & et al, 2013 has reported that migration of the family member was perceived to have a negative impact on the overall health and wellbeing of the left-behind families. They have observed a decrease in mental well – being of spouses of migrated employers to an increase in daily stressors and worries over the well – being of their migrated partner. International labour migrant departures cause a significant effect on children of left-behind families, especially when the mother goes abroad. These include emotional issues as well as interruptions to education in certain cases. Several of the interviewed fathers believed that they were unable to balance their occupations, household chores and looking after children and strongly expressed/ believed that mothers do need to be at home to look after the children.

1.2 Purpose of the Research

In the rural areas of central province, we can observe a significantly high amount of maternal migration for employment mainly to middle - east countries. Many factors can be observed which encourage female migration, especially in Sri Lanka. Those factors can be seen as push factors and pull factors. Those push factors are lack of access to regular and substantial income and the inability to bear the rising cost of living and those pull factors are attractive salary, active/ depictive advertising by recruitment agents, pre-departure loans by agents to a male family member, mother's extramarital relationship and motivation from friends and relatives etc. This study will reveal the impact of mothers' absence in their teenage children's achievement motivation comparatively teenage children living with both parents.

This study will be analyzed the significant differences in achievement motivation among children of employed migrated mothers and children living with both parents in West Hall Estate - Kandy District. In order to draw special attention to children of employed migrated

mothers from the teachers, parents and caregivers. Women started working and started to support their family financially in some family they are the breadwinner. It is a remarkable change along with the time. But the emotional support which really affects any individual for any extreme will be cut off if they couldn't manage the time properly. Especially when they leave their family, children and husband to another country, they are at high risk.

1.3: Research Aim, Objectives and Hypothesis

Research Aim

To investigate the differences in achievement motivation among teenage children of employed migrated mothers and children living with both parents in Kandy District – West hall estate.

Research objectives

1. To explore the Achievement Motivation among teenage children of employed migrated mothers
2. To explore the Achievement Motivation among teenage children living with both parents.
3. To investigate whether there is a significant difference in Achievement Motivation among teenage children of employed migrated mothers & teenage children living with both parents.

Research Hypothesis

The (null) Hypothesis:

There is no statistically significant difference in Achievement Motivation among teenage children of employed migrated mothers and teenage children living with both parents in West Hall Estate - Kandy District.

1.4 Definition of terms

Achievement Motivation: It is the basic need for success or the attainment of excellence (Deo-Mohan)

Migration: Migration can be defined as men's and women's solution to the plight of family poverty and unemployment. (Annual Statistical Report, Sri Lanka Bureau of Foreign Employment, 2017)

Teenage Children: A child is a person 19 years or younger unless national law defines a person to be an adult at an earlier age (United Nation). Teenage children those who between the age of 13 and 19.

CHAPTER 2: REVIEW OF LITERATURE

This chapter presents an overview of achievement motivation among teenage children as well as a review of literature pertaining to the research topic.

A qualitative, descriptive cross-sectional study was carried out in administrative districts of Colombo, Gampaha and Kurunegala on Left-behind children of migrant women: Difficulties encountered and strengths demonstrated (Senaratna, 2012). Data was collected through focus group discussions with school teachers and semi-structured interviews with primary care givers and religious leaders. The main objective was to describe the difficulties encountered by these children and strengths demonstrated by them and to describe factors associated with the difficulties they encounter. Analysis of data showed numerous difficulties, such as difficulties in academic activities, difficulties in extra-curricular activities, difficulties due to behavioural problems, difficulties in relationships, difficulties due to abuse and neglect and lack of good role models. Even with such difficulties, some have demonstrated strengths to withstand these difficulties. However, this study finally concluded that migrant women's children have many difficulties resulting from the mother's absence. Their strength's to face life's challenges, comparatively, seem minimal.

Similar results had been reported in research conducted using a random sample of 1200 households of employed migrated mothers, those who had been absent from their families for over 6 months in Colombo and Kurunegala District by Integrated Development Consultants (Pvt.) Ltd on behalf of Save the Children in Sri Lanka. The results showed that the average educational level of the migrating mother was somewhat higher than of caregivers as a whole, and that of fathers. In addition, the fact that mothers were seen by children as highly supportive of education could mean that educational outcomes would be significantly affected by the

absence of the mother. Also, it's evident that the departure of the mother causes specific emotional needs and behavioural problems in younger children ("Educational Performance of Children", 2006).

Consistent with the above research findings, the article of Jayasuriya & Opeskin (2015) has pointed out the prolonged absence of migrant domestic workers negatively affects their children's family life, education, health, well-being and freedom from abuse. It suggested that labour sending countries should get support from the international community to enhance the training capacity of institutions to meet the goal of reducing women's low-skilled migration. They should research and analyze broadly the social impact on their societies due to the migration, which helps them to improve a structural labour migration programs to reduce the negative impacts of children affected by the migration process.

The research aimed to determine whether a mother's migration for work abroad impacts the education level of the child and to identify the factors affecting their education was conducted among Sri Lankan school children (Grade 6-11) in Gampaha district (Dissanayake, Chandrasekara & Jayasundara 2012). Stepwise Ordinal Logistic Regression was performed to evaluate the factors that were related to the average examination marks. Fitted models reveal that 'mother migrated children' has a strong relationship with the lower levels of examination results. Attendance, mother's reason for migration and gender were identified as the factors associated with the education level of the 'mother migrated children'. Therefore, the presence and involvement of the mother are important for better educational performances. In future special attention should be put on 'mother migrates' children from schools, caregivers and the government.

However, analyses by the gender of the migrants show the effects are heterogeneous in a study of Sarma & Parinduri (2013). It was a representative survey of Sri Lanka. They used the sample of schooling-age children (age 6-18 years) except the Northern - and Eastern regions where the then ongoing civil war disrupted data collections. It examined the effects of parental emigration from Sri Lanka on the education of the migrants' children left behind. Using access to foreign-employment agencies at the community level as an instrument for migration in two-stage least squares estimations, they couldn't find parental migration matters on average. The results reported that effects are heterogeneous. When the mothers migrate and the fathers stay behind, education of the children worsens; but, when the fathers migrate and the mothers take care of the children, it improves. There are also some evidence boys, younger children, and children of the less educated parents gain more from parental migration.

A study investigated the influence of parental education level on achievement motivation of adolescents (ages 16-19 years). 200 intermediate students belonging to parents having 4 levels of education - high school, intermediate, graduation and post-graduation were administered Deo- Mohan achievement motivation scale. The result indicated that parental education level influences the achievement motivation in the academic area. Higher the level of parental education, better the achievement motivation in an academic area (Acharya & Joshi 2009).

Chetri (2014) conducted a study on the achievement motivation of adolescents and its relationship with academic achievement. The main objectives of the study were to see gender differences in achievement motivation, to see the academic achievement of secondary school students. The sample consisting of 480 boys and girls were selected by stratified random sampling method. Achievement motivation scale by Bhargava was used for data collection.

The result shows that there is no significant difference between boys and girls in achievement motivation. There is a significant relationship between achievement motivation and academic achievement.

The study of Krishna & Rana (2010) was attempted to survey the level of achievement motivation among secondary school students. 200 samples were chosen through purposive sampling techniques. The Deo-Mohan Achievement Motivation Scale (n-Ach) was used to collect data. The study revealed the significant difference in the level of achievement motivation among rural and urban students, rural boys and urban boys, rural girls and urban girls, and rural girls and urban boys. But there was not any significant difference in the level of achievement motivation between rural boys and urban girls.

Roy (2013) conducted a study on emotional intelligence and academic achievement motivation among adolescents: A relationship studies. The main purposes of the study were to see the relationship between emotional intelligence and academic achievement motivation and to study emotional intelligence of students with high, average and low academic achievement motivation. The sample consisting of 105 classes XII students (48 were boys and 57 girls) was selected by simple random sampling technique. Academic achievement motivation test by Dr. T. R. Sharma and emotional intelligence inventory by Dr. S. K. Mangal and Mrs. Shubra Mangal were used for data collection. The result shows that there is a positive relationship between emotional intelligence and academic achievement motivation. The study also shows that students with high, average and low academic achievement motivation differ from one another on emotional intelligence.

Some studies were done with school students of working and non-working mothers. Rathee (2014) conducted a study on academic achievement motivation of secondary school students of working and non-working mothers. The main objective of the study was to compare the academic achievement motivation of adolescent students of working and non-working mothers the shows to compare the academic achievement motivation of male and female students of working and non-working mothers. The sample consisting of 200 students (100 male and 100 girls) was selected by survey method from secondary schools of District Sonapat, Haryana. Academic achievement motivation test by T.R. Sharma was used for data collection. The study revealed the adolescent students of working mothers are better in academic achievement motivation and male adolescent students of non-working mothers group are better in academic achievement motivation and female adolescent students of working mothers group better in academic achievement motivation.

Another study conducted with secondary school students belonging to non-working mothers, on learning style preferences in relation to achievement motivation. A sample consisting of 1300 secondary school students was selected through stratified random sampling technique from different schools of Jammu District. Self-Concept inventory by Ahluwalia, achievement motivation test by Mukherjee, General mental ability test by M.C. Joshi and learning style inventory by S. C. Aggarwal were used for data collection. The result reported that there was a significant cumulative effect of intelligence, achievement motivation and sex on different sets of learning styles among secondary school students belonging to non-working mothers (Sunita, 2014).

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Details of the participants

Participants for the study were obtained in the West Hall Estate, Kandy district from the divisions of West Hall, Baranda, Barkepal and Rilagala. K/CP/GP/ West Hall Tamil Vidyalaya, Kataboola was chosen to approach all the participants from above-mentioned divisions of West Hall Estate. Questionnaires provided to the children those who are coming from above-mentioned divisions during their free period with the permission of school administration.

3.2 Study design

The research described here is a quantitative study. This study has 2 groups;

Group 1: Teenage children of employed migrated mothers

Group 2: Teenage children living with both parents.

Two-tailed t-test was used to identify the difference in achievement motivation among teenage children of migrated mothers and teenage children living with both parents.

3.3 Sample population

The sample consisted of 60 children (N=60) each group comprised 30 children both male and female aged between (13-20years) from West Hall Tamil Vidyalaya, Kataboola, who can read and understand the questionnaire in Tamil 30 teenage children of employed migrated mothers and 30 teenage children living with both parents. Convenient sampling method was used to select the participants. Participants were given a demographic questionnaire to identify which group they will fall into.

3.4 Inclusion and exclusion criteria

Inclusion criteria included both male and female children ages between 13 and 20 from grade 8-13, those who can read and understand. For the first group Children of employed migrated mothers. They should live with their father or any primary caretaker and their migrated mothers should work as housemaids. For the second group children living with both parents. Both parents should stay with their children. If they are working they have to be within the estate sector.

Exclusion criteria were children who have been previously diagnosed with learning disabilities and children who have lost their parents or any parent.

3.5 Tools of data collection

- Demographic questionnaire

The demographic questionnaire obtained from the participants to collect information regarding the age, sex, birth order, parental status, address and it helped to identify which group they will fall into.

- The Deo- Mohan Achievement Motivation (n-Ach) Scale

The Deo- Mohan Achievement Motivation (n-Ach) Scale developed by Prof. Pratibha Deo (Pune) and Dr. Asha Mohan (Chandigarh), National Psychological Corporation, Kacheri Ghat, Agra (1985) will be used for the collection of data. It is meant for both boys and girls in the age group of 13 to 20 years. This scale is available in Hindi and English language only. The original version of this tool has been obtained from the public domain. Also, in order to acquire the author's approval to use the tool in the study an email has sent to the National Psychological

Corporation, Kacheri Ghat, Agra But didn't get any response from the relevant authorities so, the tool has considered as free to use. In this study, it has translated into Tamil language by a sworn translator and then it has revised by another experienced educationalist. Finally, Tamil translated questionnaire was used to measure the achievement motivation of children with the help of a volunteer. The scale consists of 50 items having the distribution as achievement motivation, need for achievement, academic challenge, achievement anxiety, importance of grades, meaningfulness of task, relevance of school/college to future goals, attitude towards education, work methods, attitude towards teachers, interpersonal relations, individual concern, general interests, dramatics, sports etc. Out of 50 items, 13 are negative and 37 are positive items.

Table 3.5.1 *Description of the Negative and Positive items of Achievement Motivation scale*

Items	Item No	Total no of items
Negative Items	1, 12, 13, 14, 17, 18, 19, 20, 21, 22, 32, 34, 37	13
Positive Items	Remaining items	37

The scale is of the self-rating type and can be administered in a group with 5 points to rate via always, frequently, sometimes, rarely, never. It has no time limit. The scoring device is a simple stencil type having a numerical weight age from 4 to 0 for positive in the above order of rating scale and the reverse of it for the negative items. the maximum score could be obtained is 200 and the minimum score could be 0. This scale didn't have any cutoff scores. So the researcher has set cut off score as mentioned in the below table 3.5.2

Table 3.5.2 *Description of cutoff scores and level of Achievement Motivation*

Cutoff scores	Level of Achievement Motivation
0-50	Low
51-100	Normal
101-150	Medium
151-200	High

The scale has test-retest reliability and split-half reliability of .56 and item validity of .54. The reliability coefficients were found to be .69 and .78 for male and female groups respectively. Cronbach's alpha coefficient for overall male and female was found to be 0.86. It mainly covers 3 areas such as academic factors, factors of the general field of interests and social interests. It contains 15 factors of items as described in the below table 3.5.3

.Table 3.5.3 *Description of 15 items of Achievement Motivation scale*

<i>SN</i>	<i>Factor</i>	<i>No of Items</i>
1	Academic Motivation	4
2	Need for Achievement	4
3	Academic Challenge	4
4	Achievement Anxiety	1
5	Importance of Grade/ marks	2
6	Meaningfulness of Task	4
7	Relevance of School to future goals	2
8	Attitude towards Education	4

9	Work Methods	5
10	Attitude towards Teachers	3
11	Interpersonal relations	4
12	Individual Concern	2
13	General Interests	4
14	Dramatics	2
15	Sports etc.	5

3.6 Data collection procedure

After obtaining permission from the Academic head of psychology and counselling department of Aquinas University College and from K/ West hall Tamil Vidyalaya School administration data collection has done in 3 stages during their second study term.

Stage 01: There were 273 male and female students between grade 8-13 study in K/ West Hall Tamil Vidyalaya, Kataboola. To choose the students for the relevant group demographic questionnaire has distributed to every student from grade 8-13 which included age, gender and parental status.

Stage 02: Teenage children of migrated mothers and teenage children living with both parents have identified through the demographic questionnaire under consideration of inclusive and exclusive criteria. After that parental consent was obtained from the selected 60 students of two groups to continue the study.

Stage 03: Those 60 students of two groups have approached with the Deo - Mohan achievement motivation Tamil translated scale along with their assent to participate in the study. These

participants have asked to complete the tools during their free period under the supervision of the researcher and a volunteer.

3.7 Data analysis

In order to achieve the first objective which is to explore the achievement motivation among children of employed migrated mothers, norms and cut off scores have used. To achieve the second objective, which is to explore the achievement motivation among children living with parents, norms and cutoff scores have used. To achieve the third objective, which is to investigate whether there is a significant difference in Achievement Motivation among children of employed migrated mothers & children living with both parents, two-tailed t- test was calculated. The questionnaires have evaluated by the researcher and all calculations were done using the Statistical Package for Social Sciences (SPSS) ver. 21

3.8 Ethical consideration

After obtaining permission from the lecture panel of psychology department of Aquinas University of Higher Studies on the day of pre-presentation, the study carried out in a set time-frame. A letter of permission from the academic head of psychology and counselling department of Aquinas University of Higher Studies has handed over to the principal of the K/ West Hall Tamil Vidyalaya, Kataboola prior to carrying out the study. Since the participants are minors, Parents' consent obtained through the informed parental consent form and an assent also obtained from the participants themselves along with the introduction of the study including the research objectives before the study commences.

CHAPTER 4: DATA ANALYSIS AND RESULTS

This study was conducted to investigate the significant difference in achievement motivation between teenage children of employed migrated mothers and teenage children living with both parents in West hall estate - Kandy District. To measure the achievement motivation Deo – Mohan achievement motivation scale was used respectively. The analysis of the acquired data and the results based on the analysis are discussed in this chapter.

4.1 Demographic details

The table 4.1.1 presents the demographic characteristics of the sample group 1(n=30) which was teenage children of employed migrated mothers. All the participants were teenagers between the ages of 13 – 19 from grade 8 – 13. 50% of them were males and 50% of them were females. 50% of them live with their father, the other 50% lives with their grandparents or first degree relatives. 40% of fathers were working in the estate itself, 10% of them were jobless and 50% of them work out of Estate sector especially in Colombo or they do other jobs than working in the estate.

Table 4.1.1 *Demographic characteristics of the sample of group 1 (Teenage children of employed migrated mothers)*

Demographic characteristic	n	%
Gender		
Male	15	50
Female	15	50
Children living with		

Father	15	50
Others	15	50
Father		
Estate worker	12	40
Foreign Employer	00	00
Jobless	03	10
Others	15	50

The table 4.1.2 presents the demographic characteristics of the sample group 2 (n=30) which was teenage children living with both parents. All the participants were teenagers between the ages of 13 – 19 from grade 8 – 13. Males were 46.66% whereas females were 53.33%. According to their demographic details, 36.66% of their fathers were working in the estate sector, 3.33% of their fathers were jobless and 60% of their fathers were working out of Estate sector especially in Colombo or they do other jobs than working in the Estate sector. 66.66% of their mothers were working in the Estate sector, 30% of their mothers were house makers and 3.33% of their mothers were working out of Estate sector especially in Colombo or they do other jobs than working in the Estate sector.

Table 4.1.2 *Demographic characteristics of the sample of group 2 (Teenage children living with both parents)*

Demographic characteristic	n	%
Gender		
Male	14	46.66

Female	16	53.33
<hr/>		
Father		
Estate worker	11	36.66
Foreign Employer	00	00
Jobless	01	3.33
Others	18	60
<hr/>		
Mother		
Estate worker	20	66.66
House maker	09	30
Other	01	3.33
<hr/>		

4.2 Descriptive statistics

This study was conducted among 60 participants in two groups (30 each) from CP/GP/K/ West hall Tamil Vidyalaya, Kataboola – Kandy District and those who represent four divisions West Hall, Baranda, Barkepal and Rilagala. Participants were chosen between the ages of 13- 20 in grade 8 – 13. First screening led to 273 males and females (N=273). The second screening was based on giving a demographic questionnaire and under consideration of the inclusion / exclusion criteria of the study which led to the final sample of 60 participants (N=60) of two groups; 30 participants (N=30) of teenage children of employed migrated mothers 15 males (N=15) and 15 females (N=15) and 30 participants of teenage children living with both parents 14 males (N=14) and 16 females (N=16).

Table 4.2.1 *Statistics of mean and standard deviation of two groups regarding achievement motivation*

Teenage children		n	M	SD
Achievement Motivation	Employed Migrated Mothers	30	128.03	18.359
	Living with both parents	30	148.60	14.736

n– Sample size, M – Mean, SD – Standard deviation

Table 4.2.1 represents the mean and standard deviation of achievement motivation level among teenage children of employed migrated mothers and teenage children living with both parents according to the Deo- Mohan achievement motivation scale. Teenage children of employed migrated mothers' mean value (128.03) are less than teenage children living with both parents' mean value (148.60). Therefore, Teenage children of employed migrated mother's achievement motivation level are less than Teenage children living with both parents. Also, the coefficient of variation is less in teenage children living with both parents. So, their level of achievement motivation is consistent than teenage children of employed migrated mothers.

Below figure 4.2.1 shows the achievement motivation mean the level difference among teenage children of employed migrated mothers and teenage children living with both parents. It's obvious that the achievement motivation of teenage children of employed migrated mothers is less than achievement motivation of teenage children living with both parents. According to the cut off scores both group's level of achievement, motivation falls in the category of medium level. Teenage children living with both parents, their level of achievement motivation is more

towards high level whereas teenage children of employed migrated mothers are more towards medium level.

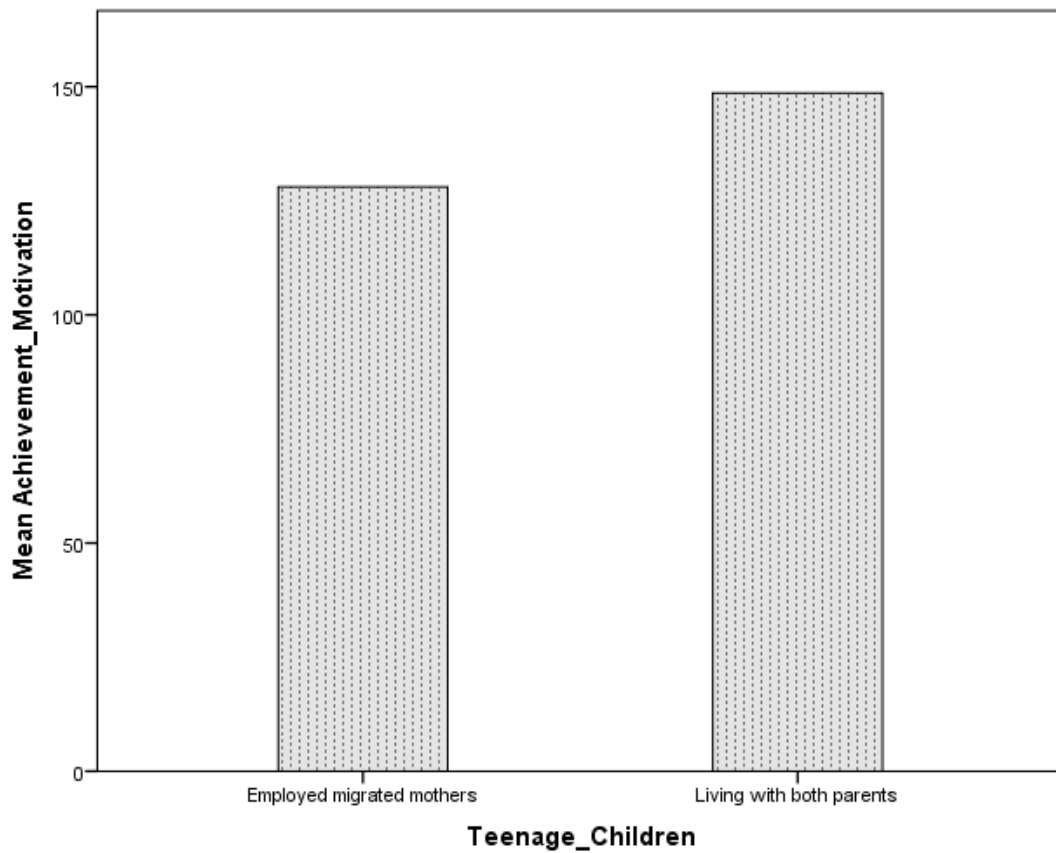


Figure 4.2.1 *Description of mean level of achievement motivation among teenage children of employed migrated mothers and teenage children living with both parents*

“To explore the achievement motivation among teenage children of employed migrated mothers” was the first objective of this study. According to the norms and cutoff scores, the level of achievement motivation among teenage children of employed migrated mothers has fallen into the medium level. “To explore the achievement motivation among teenage children living with both parents” was the second objective. As per the norms and cutoff scores, the level of achievement motivation among teenage children living with both parents also has fallen into the medium level.

Table 4.2.2 *Description of Mean value of 15 items*

SN	Factor	No of Items	Mean Employed migrated mothers	Living with both parents
1	Academic Motivation	4	10.33	12.97
2	Need for Achievement	4	10.60	12.23
3	Academic Challenge	4	10.23	12.97
4	Achievement Anxiety	1	1.23	1.70
5	Importance of Grade/ marks	2	5.30	7.47
6	Meaningfulness of Task	4	10.37	12.77
7	Relevance of School to future goals	2	5.63	6.40
8	Attitude towards Education	4	9.67	10.33
9	Work Methods	5	12.53	14.63
10	Attitude towards Teachers	3	9.27	10.57
11	Interpersonal relations	4	9.70	11.00
12	Individual Concern	2	5.93	5.73
13	General Interests	4	9.07	9.97
14	Dramatics	2	4.80	5.30
15	Sports etc.	5	13.37	14.57

Table 4.2.2 describes the mean value of 15 items of Deo – Mohan achievement motivation scale within two groups; Teenage children of employed migrated mothers and Teenage children living with both parents. Even though the mean value of both groups has no huge differences, still a slight difference can be observed. A vast difference in Academic Motivation, need for Achievement, Academic Challenge, Importance of Grade/ marks, Meaningfulness of Task, Work Methods, Attitude towards Teachers, Interpersonal relations and Sports can be

observed between two groups. The level of above mentioned item is higher in teenage children living with both parents than teenage children of employed migrated mothers. Also, the level of Achievement Anxiety, Relevance of School to future goals, Attitude towards Education, Individual Concern, General Interests, and Dramatics can be observed almost the same between both group participants.

4.3 Inferential Statistics

In order to achieve the most important third objective of the study which was to investigate whether there is a significant difference in Achievement Motivation among teenage children of employed migrated mothers & teenage children living with both parent independent samples, T –test was performed with help of SPSS version 21.

Table 4.3.1 *Independent sample t-test table of teenage children of employed migrated mothers and children living with both parents.*

t-test for Equality of Means						
			t	df	Sig. (2- tailed)	Mean Difference
Achievement motivation	Equal variances assumed		-4.785	58	.000	-20.567

According to the Table 4.3.1 achievement motivation among teenage children of employed migrated mothers show statistical significant difference with achievement motivation from teenage children living with both parents ($t=-4.785$, $P<0.01$) therefore the null hypothesis (H_0) “There is no statistically significant difference in Achievement Motivation among teenage children of employed migrated mothers and teenage children living with both parents in West Hall Estate - Kandy District” has been rejected .

CHAPTER 5: SUMMARY AND CONCLUSION

This present study expected to investigate the difference in Achievement Motivation among children of employed migrated mothers and children living with both parents by using the Deo – Mohan Achievement Motivation scale. Convenient sampling method was used to find the participants for both groups.

5.1 Discussion of the finding

This current study focused on the achievement motivation among teenage children of employed migrated mothers and teenage children living with both parents. The main objective was to find whether there is any significant difference in Achievement Motivation between those teenage children of employed migrated mothers and teenage children living with both parents. This study highlights the importance of the absence of mother between both teenage children's group. Deo - Mohan Achievement Motivation scale was used to explore the level of Achievement Motivation among teenage children of employed migrated mothers, and teenage children living with both parents. The study has revealed that there is a statistical difference in Achievement Motivation between both groups even though both groups have a medium level of Achievement Motivation.

Many other studies are focusing on the same kind of problematic area. One of the studies on the impact of mothers' working status on the personality of adolescents in India indicated that personality of children of working mothers is more affected than children of non-working mothers. Annu Singh and U.V. Kiran (2014). And another Sri Lankan study evidenced that the departure of the mother to another country causes specific emotional needs and behavioural problems in younger children. ("Educational Performance of Children", 2006). The fact is that mothers were seen by children as highly supportive of education, could mean that educational

outcomes would be significantly affected by the absence of the mother. Senaratna's study (2012) has revealed migrant women's children have many difficulties resulting from the mother's absence. Study of Dissanayaka et al (2012) has revealed school attendance, the mother's reason for migration and gender were identified as the factors associated with the educational level of the mother migrated children. Sarma & Parinduri (2013) has found out that when the mothers migrate and the fathers stay behind, education of the children get worsens; but, when the fathers migrate and the mothers take care of the children, it improves.

This current study also focused on two independent groups

1. Teenage children of employed migrated mothers.
2. Teenage children living with both parents.

Krishna & Rana (2010) have found a significant difference in the level of achievement motivation among rural and urban students. Chetri (2014) has revealed that there is no significant difference between boys and girls in achievement motivation in his study. At the same time, Rathee's study (2014) has revealed that the adolescent students of working mothers are better in academic achievement motivation and male adolescent students of non-working mothers group are better in academic achievement motivation and female adolescent students of working mothers group better in academic achievement motivation. This current study was conducted in a rural area of Sri Lanka without considering the gender. Sunita's (2014) study has revealed that there was a significant cumulative effect of intelligence, achievement motivation and sex on different sets of learning styles among secondary school students belonging to non-working mothers.

This study not only focused on the first study group where the mothers migrated for work but also compared it with the second study group, where the mothers live with teenage children. In this study also teenage children of employed migrated mothers have scored low level of Achievement Motivation than teenage children living with both parents. As per the early findings this study also revealed the difference of Achievement of Motivation among teenage children of employed migrated mothers and teenage children living with both parents.

5.2 Limitations

This study focused only on one factor “Achievement Motivation” in the absence of the mother, particularly in the estate sector. Yet there are some other factors such as family economic status, parent’s education, poor nutrition and teacher’s involvements, which may influence a child’s achievement motivation. The research conducted only in West Hall Estate chosen from Kandy district. Therefore, the results cannot be generalized to a larger population. The children were limited to age 13-19 (grade 8 to grade 13) and who are literate. The tools that were used in this study have not been validated in Sri Lanka, thus it may have an impact on the research findings. Therefore, the results generated cannot be applied to a larger population. This study has used a pencil test scale questionnaire and it didn’t use interviews or focus group discussion to capture the real ideas of both children of employed migrated mothers and children living with both parents.

Another limitation of this current study is that the test variable of achievement motivation does not differentiate maternal and paternal migration or spouse’s education level or job status; therefore, it’s hard to compare directly the effects of migration. Also, this study didn’t observe the examination marks or teacher evaluation of both group teenage children. Moreover, this study did not examine which of the mechanisms are most important through which migration

affects the employed migrated children's achievement motivation. Study pursues these questions in future research.

5.3 Implications

This current study has revealed that there is a significant difference in achievement motivation among teenage children of employed migrated mothers and teenage children living with both parents. The principal of CP/ GP/ K/ West hall Tamil Vidyalaya has requested to have the result of this study to conduct a parental awareness programme about mothers migrating to the Middle East as housemaids. This study has also recorded in the school log entry.

Also, this study result can be very useful to teachers or caretakers of children of employed migrated mothers. First of all, this study result will be discussed with the teachers of the same school. Through the discussion, they can find out easy ways to improve the achievement motivation level of both the groups, especially for the teenagers of employed migrated mothers. Teachers can pay more attention and care towards those children. They can implement behavioural changes or can make their classroom environment as child-friendly. The tool Deo – Mohan Achievement Motivation Scale, which has been used to measure the level of Achievement Motivation, has revealed the 15 items which contribute to a student's level of Achievement Motivation. Teachers can focus on those 15 items one by one, in order to improve the Achievement Motivation. It will be realistic to achieve with in particular time frame. Also, this school authority can share the findings of this research with other neighbor schools. It will be an eye-opener for each and everyone those who are related to the families of migrated mothers, especially in the estate sector.

5.4 Recommendations

This research is just a warm-up study. Very few researches have been done in the estate sector so far. This study will provoke more and more research works in the estate sector not only regarding the mother's migration but also in many other fields. This study has revealed that there is a significant difference in achievement motivation among teenage children of employed migrated mothers and teenage children living with both parents. The reason for the difference could be varying. The researcher recommends doing more exploration on the achievement motivation level of employed migrated mother's children and also, to use a Tamil/Sinhala proper translated and validated a questionnaire to measure any variables in future to increase the reliability of the results.

Left-behind children of women migrant workers in Sri Lanka have many difficulties resulting from the mothers' absence. Those children's strengths to face life's challenges, comparatively, seem minimal with children those who are living with both parents. As migration of Sri Lankan women for overseas employment continues to decrease according to recent data, in order to provide better future to the employed migrated mothers and also for their family members, especially for their children an appropriate and tangible policy is required to ensure that migration of women does not impact adversely on their left-behind children.

This study also suggests that migrant mothers before they leave the country or before deciding to leave the country and also before leave them with caretakers they should consult the view of their children as well (Early Childhood matters, 2005). This study has done in the school atmosphere. Schools play a major role in support such vulnerable children of employed migrated mothers (Bower, 2005). Sri Lankan schools also can implement some special

programs related to teenage children of employed migrated mothers. They can maintain special records regarding the children of employed migrated mothers. Such as, records of attendance, health conditions, educational performance, extracurricular activities and special problems could be maintained as confidential documents.

To improve positive self-esteem in teenage children of employed migrated mothers, sports activities, field trips, guided social service work, counselling, competitions etc. Teachers are the main role model or their only close related person in teenage children of employed migrated mothers. Schools can identify the teachers those who can build up a good rapport with these teenage children of employed migrated mothers. They can talk to them freely and also; they can guide them with responsibility. Schools also can educate the caretakers, especially the male spouse about the need of these children and help them to adopt strategies to provide quality childcare. There is a better future for every child of every mother those who love their children unconditionally.

This study also recommends the government to create educational programs to suit the children of migrant mothers. They also can organize seminars for mothers who are planning to migrant before their departure regarding childcare arrangements, caretakers, how to educate children and how to balance their earning and expenditure. Teachers' relationship with those children of employed migrated mothers is really important. For that government could organize workshops for teachers, Teacher Educators, Educational Officers and Principals about the existing problems in relation to children of employed migrant mothers.

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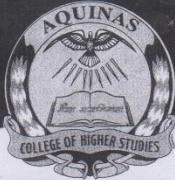
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Appendix A: PERMISSION LETTER FROM AQUINAS COLLEGE OF HIGHER STUDIES

AQUINAS
COLLEGE OF HIGHER STUDIES

Education for all

30, Gnanartha Pradeepaya Mawatha, Colombo 8, Sri Lanka.
Tel: +94 112 694014/5, +94 11 7369115-22 Fax: +94 11 2678463
E-mail: rector@aquinas.lk web: www.aquinas.lk

TO WHOM IT MAY CONCERN,

PERMISSION TO COLLECT DATA

I'm writing this letter to request permission for a partial requirement for the Bachelor of Psychology and counselling at Aquinas College of Higher Studies, Colombo 8.

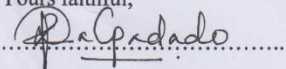
Mr. A. M. Sam Paul, Index No – BSc/Psy/AQ/16/035, final dissertation titled as **“Achievement motivation among teenage children of employed migrated mothers and children living with both parents in Kandy district– West hall estate: A comparative study”**.

His study will be comparing the achievement motivation among teenage children of employed migrated mothers and children living with both parents in Kandy district– West hall estate. This research will help to understand the differences in achievement motivation among children of employed migrated mothers and children living with both parents. He is planning to collect data during the months of May to July. Data will be collected by self - administered questionnaires. Involvement is voluntary. Filling the questionnaire would take 30-40 minutes.

The results will be pooled for the thesis project and individual results of this research will remain absolutely confidential and anonymous. Gathering information will be used on academic purposes only.

It would be great if you could make the arrangements for him to complete the data collection successfully. If there would be any doubts or further questions please feel free to contact through email or through our telephone line (academichead.psy@aquinas.lk, 011 461 1288/0763598411)

Thank You

Yours faithful,

.....

Ruwindy Dalpadado
Academic Head of Psychology and Counselling
Aquinas College of Higher Studies.

Department of Psychology & Counselling
Faculty of Social Sciences & Humanities
Aquinas College of Higher Studies

Registered as Degree Awarding Institute under section 25A of the Universities Act, No. 16 of 1978
by the University Grants Commission (UGC) of the Ministry of Higher Education and
Registered under Tertiary and Vocational Education commission (TVEC).

Appendix B: DEMOGRAPHIC QUESTIONNAIRE - ENGLISH**Demographic questionnaire***Choose the suitable answer*

01. Name: _____

02. Grade:

- 8
- 9
- 10
- 11
- 12 / 13

03. Division:

- A
- B

04. Gender:

- Male
- Female

05. Age between 13-20 :

- Yes
- No

06. No of Siblings: Elder sister _____ Elder brother _____

Younger Sister: _____ Younger brother: _____

07. Child living with :

- Father
- Mother
- Both Father & Mother
- Blood relative _____
- Other care taker _____

08. Father:

- Estate worker
- Work abroad
- Other worker _____
- Not working

09. Mother:

- House maker
- Estate worker
- Work abroad
- Other worker _____

10. If mother works abroad:

- Country : _____
- Period : _____
- Occupation : _____

Appendix C: DEMOGRAPHIC QUESTIONNAIRE - TAMIL**தரவுப்படிவம்****பொருத்தமான விடையினை தெரிவுசெய்க**

01. பெயர்: _____

02. தரம்:

- 8
- 9
- 10
- 11
- 12 / 13

03. பிரிவு:

- A
- B

04. பால்:

- ஆண்
- பெண்

05. வயதெல்லை 13-20 :

- ஆம்
- இல்லை

06. உடன்பிறந்தோர் எண்ணிக்கை: அக்கா _____ அண்ணா _____

தங்கை: _____ தம்பி: _____

07. நீர் வாழ்வது :

- தந்தையுடன் மட்டும்
- தாயுடன் மட்டும்
- தாய் தந்தை இருவருடனும்
- இரத்த உறவினருடன் _____
- வேறு பாதுகாவலர் _____

08.தந்தை :

- தோட்டத் தொழிலாளி
- வெளிநாட்டில் வேலை
- வேறு வேலை _____
- வேலையற்றவர்

09. தாய்:

- குடும்பத் தலைவி
- தோட்டத் தொழிலாளி
- வெளிநாட்டில் வேலை
- வேறு வேலை _____

10. தாய் வெளிநாட்டில் வேலைசெய்பவராயின்:

- நாடு : _____
- காலம் : _____
- செய்யும் தொழில் : _____

Appendix D : INFORMED CONSENT FORM FOR SCHOOL AUTHORITIES/ PARENTS

Informed Consent Form for School Authorities/ Parents

Name of Researcher : Mr. Arul Mari Sam Paul

Name of Supervisor : Rev. Dr. Sunil Rupasinghe

Name of University : Aquinas University College

This Informed Consent Form has two parts:

Part 1: Information Sheet (to share information about the study with you)

Part 2: Certificate of Consent (for signatures if you agree that your child may participate)

Part 1: Information Sheet

1.1 Introduction

I am conducting a comparative study on the achievement motivation among children of employed migrated mothers and children living with both parents in Kandy District - West Hall. In conducting research with children consent is required from a source of authority. If you agree to the participation of your child in this research, permission will be taken from your child before the study commences.

My research attempts to bring a deeper understanding about achievement motivation among children of employed migrated mothers and children living with both parents. Your child will be given a questionnaire to assess their level of achievement motivation. Answering the questionnaire will take approximately 40 minutes. It will be ensured that your child is not asked to participate in the study during periods of teaching. The results from the questionnaire will be recorded and analyzed using a computerized software program.

1.2 Voluntary Participation

All participants selected in this study are whose mother has been employed migrated and who live with their both parents, which is the reason behind the choice of your child. All participants are selected on a voluntary basis therefore you could choose if your child shall participate in the study. If your child does not wish to answer some of the questions included in the questionnaire, he/she may skip them and move on to the next question.

1.3 Confidentiality

The information collected from this research project will be kept confidential. Information about your child that will be collected from the research questionnaires will be put away and no-one but the researcher will be able to see it. Any information about your child will have a number on it instead of his/her name. Only the researcher will know what his/her number is. The results will be used only in the dissertation and will not be made available to the public.

1.4 Benefits and Risks

There are neither immediate and direct benefits nor risks of participating in the study. The results will enable the researcher to highlight the importance of the variable, achievement motivation in children. Perhaps it could prompt relevant authorities to develop strategies and interventions to enhance their study skills to increase the amount achievement motivation among children.

1.5 Further information/ Contact Information

You may choose not to have your child participate in this study and your child does not have to take part in this research if she/he does not wish to do so. If you have any questions you may ask me now or later, even after the study has started. If you wish to ask questions later,

You may contact the researcher via e-mail: sampaul944@yahoo.com

Mobile No: 0775298340

This proposal has been reviewed and approved by the review board of Aquinas University College which is a committee whose task it is to make sure that research participants are protected from harm.

Part 2: Certificate of Consent

Certificate of Consent

I have been asked to give consent for my daughter/son to participate in this research study which will involve her completing the questionnaire. I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions that I have asked have been answered to my satisfaction. I consent voluntarily for my child to participate as a participant in this study.

Name of School Authority or Parent : _____

Signature of School Authority or Parent : _____

Date : _____

Appendix E: INFORMED CONSENT FORM FOR SCHOOL AUTHORITIES/ PARENTS - TAMIL

தகவல் தொடர்பு ஒப்புதல் படிவம் - பாடசாலை நிர்வாகம்/ பெற்றோர்/ பாதுகாவலர்

ஆய்வாளரின் பெயர்: திரு. அருள்மரி சேம் போல்

மேற்பார்வையாளரின் பெயர்: அருட்தந்தை. டாக்டர். சுனில் ரூபசிங்ஹ

பல்கலைக்கழகத்தின் பெயர்: அக்வைனாஸ் பல்கலைக்கழக கல்லூரி

தகவல் தொடர்பு ஒப்புதல் படிவம் இரண்டு பகுதிகளை கொண்டது.

பகுதி 1: தகவல் படிவம் (ஆய்வு பற்றிய தகவல்களை உங்களுடன் பகிர்ந்து கொள்ள)

பகுதி 2: ஒப்புதல் சான்றிதழ் (ஆய்வில் உங்கள் பிள்ளை பங்குபெற சம்மதமளிக்கும் கையெழுத்தைப் பெற)

பகுதி 1: தகவல் படிவம்

1.1 அறிமுகம்

நான் கண்டி மாவட்ட வெஸ்ட்ஹோல் பெருந்தோட்டப்பிரிவைச் சேர்ந்த தாய் வெளிநாடு சென்ற பிள்ளைகளினதும் தாய், தந்தை இருவருடனும் உள்ள பிள்ளைகளினதும் சாதனை ஊக்குவிப்பு பற்றிய ஓர் ஒப்பீட்டு ஆய்வினை மேற்கொள்கிறேன். ஆய்வினை தொடர அதிகாரப்பூர்வ ஒப்புதல் தேவைப்படுகிறது. உங்கள் பிள்ளையும் இவ் ஆய்வில் கலந்துக் கொள்ள ஒப்புதல் அளிப்பீர்களானால், ஆய்வை தொடங்கு முன் உங்கள் பிள்ளையிடமிருந்தும் அனுமதி பெறப்படும்.

எனது ஆய்வானது தாய் வெளிநாடு சென்ற பிள்ளைகளினதும் தாய், தந்தை இருவருடனும் உள்ள பிள்ளைகளினதும் சாதனை ஊக்குவிப்பு பற்றிய ஓர் ஆழமான அறிவை வெளிக்கொணர எடுக்கப்படும் ஓர் முயற்சியாகும். உங்கள் பிள்ளைக்கு அண்ணளவாக 40 நிமிடங்களில் விடையளிக்கக் கூடிய சாதனை ஊக்குவிப்பை அளக்க உதவும் ஓர் கேள்விப்பத்திரம் வழங்கப்படும். பாடசாலை பாடவேளையின் போது உங்கள் பிள்ளை அதில் பங்குபற்றாதபடி உறுதிசெய்யப்படும். கேள்விப்பத்திரத்தின் பெறுபேறுகள் பதியப்பட்டு கணினி மென்பொருள் நிரல் கொண்டு பகுப்பாய்வு செய்யப்படும்.

1.2 தன்னார்வ பங்களிப்பு

மேற்படி ஆய்வில் பங்குபற்றும் பிள்ளைகள் யாவரும் தாய் வெளிநாட்டில் வேலை செய்பவராயும், தாய் தந்தை இருவருடன் வசிப்பவராயும் இருக்கவேண்டியமையாலே உங்கள் பிள்ளையும் தெரிவுசெய்யப்பட்டுள்ளார். பங்குபற்றுவோர் அனைவரும் சுயமாக

முன்வர வேண்டியதால் உங்கள் பிள்ளையும் இவ் ஆய்வில் பங்கு கொள்வதை நீங்களே தெரிவுசெய்யலாம். கேள்விபத்திரத்திலுள்ள ஏதேனும் வினாவுக்கு விடையளிக்க உங்கள் பிள்ளைக்கு விருப்பமில்லையேல் அவ்வினாவை தவிர்த்து ஏனையவற்றிற்கு விடையளிக்க முடியும்.

1.3 இரகசியத்தன்மை

இவ் ஆய்வறிக்கையின் மூலம் பெறப்பட்ட அனைத்து தகவல்களும் இரகசியமாகப் பேணப்படும். கேள்விபத்திரத்தின் மூலம் பெறப்படும் உங்கள் பிள்ளையின் தகவல்கள் அனைத்தும் மறைத்து வைக்கப்படும் ஆய்வாளருக்கு மட்டுமே அதை பார்வையிட, கையாள அனுமதியளிக்கப்படும். உங்கள் பிள்ளை தொடர்பான எல்லாத் தகவலும் பிள்ளையின் பெயருக்கு மாற்றாக வழங்கப்படும் ஓர் குறியீட்டு இலக்கத்தினாலேயே பேணப்படும். ஆய்வாளர் மட்டுமே பிள்ளையின் பெயருக்குரிய குறியீட்டு இலக்கத்தை அறிவார். ஆய்வின் பெறுபேறு அதுபற்றிய விளக்கவுரையின் போது மட்டுமே பயன்படுத்தப்படும் அதை தவிர எக்காரணங்கொண்டும் பொதுமக்களின் கைகளுக்கு கிடைக்கச் செய்யப்படமாட்டாது.

1.4 பயன்களும் அபாயங்களும்

இவ் ஆய்வில் பங்குகொள்வதால் உடனடி அல்லது நேரடி பயன்களோ அபாயங்களோ கிடையாது. இதன் பெறுபேறு ஆய்வாளருக்கு பிள்ளைகளின் சாதனை ஊக்குவிப்பு எனும் மாறி தொடர்பான தகவலை பெறச்செய்யும். மட்டுமல்லாது அதன் பெறுபேறு குறித்த அதிகாரிகார்களுக்கு பிள்ளைகளின் சாதனை ஊக்குவிப்பை அதிகரிக்க தேவையான உத்திகள் மற்றும் தலையீடுகள் என்பவற்றை மேம்படுத்த உதவியாயிருக்கும்.

1.5 மேலதிக தகவல்கள் மற்றும் தொடர்புகள்

நீங்கள் உங்கள் பிள்ளை இவ் ஆய்வில் பங்குகொள்ளாதிருப்பதை தெரிவு செய்தாலோ அல்லது உங்கள் பிள்ளை இவ் ஆய்வில் பங்குகொள்ள விருப்பம் இல்லாவிட்டாலோ பங்குகொள்ளத் தேவையில்லை. இவ் ஆய்வு தொடர்பாக எந்தவொரு சந்தேகம் இருப்பினும் ஆய்வை ஆரம்பித்த பின்னரானாலும் எப்போது வேண்டுமானாலும் கேட்கலாம்.

ஆய்வாளரை அணுகவேண்டிய மின்னஞ்சல்: sampaul944@yahoo.com

கைத்தொலைப்பேசி இலக்கம்: 0775298340

இந்த ஆய்வு முன்மொழிவானது திறனாய்வு செய்யப்பட்டு அக்வைனாஸ் பல்கலைக்கழக கல்லூரியின் மதிப்பாய்வுக் குழுவினரால் ஒப்புதல் வழங்கப்பட்டது. ஆய்வில் பங்குபற்றுவோரின் பாதுகாப்பை உறுதிப்படுத்துவதே அக்குழுவின் பிரதான பணியாகும்.

பகுதி 2: ஒப்புதல் சான்றிதழ்**ஒப்புதல் சான்றிதழ்**

எனது மகள் / மகன் இவ் ஆய்வில் பங்குபற்றி வழங்கப்படும் கேள்விப்பத்திரத்தை நிரப்ப ஒப்புதல் வழங்கக் கேட்கப்பட்டிருந்தேன். மேற்படி தகவல்கள் அனைத்தையும் வாசித்தேன் / எனக்கு வாசிக்கப்பட்டது. சந்தேகங்களை தெளிவுப்படுத்திக் கொள்ள சந்தர்ப்பம் வழங்கப்பட்டது மேலும் எனது சந்தேகங்களுக்கு திருப்திகரமாக பதிலளிக்கப்பட்டது. எனவே எனது பிள்ளை இவ் ஆய்வில் பங்கு கொள்ள நான் சுயமாக முழு ஒப்புதல் அளிக்கின்றேன்.

பாடசாலை நிர்வாகம் / பெற்றோர் / பாதுகாவலர் பெயர்: _____

பாடசாலை நிர்வாகம் / பெற்றோர் / பாதுகாவலர் கையொப்பம்: _____

திகதி: _____

Appendix F: INFORMED ASSENT FORM FOR CHILDREN/ MINORS**Informed Assent Form for Children/ Minors**

Name of Researcher : Mr. Arul Mari Sam Paul

Name of Supervisor : Rev. Dr. Sunil Rupasinghe

Name of University : Aquinas University College

This Informed Consent Form has two parts:

Part 1: Information Sheet (gives you information about the study)

Part 2: Certificate of Assent (this is where you sign if you agree to participate)

Part 1: Information Sheet

1.1 Introduction: My name is A. Sam Paul and I am doing a research on achievement motivation among children of employed migrated mothers and children living with both parents in Kandy District - West Hall estate.

I am going to give you information and invite you to be part of a research study. You can choose whether or not you want to participate. We have discussed this research with your parent(s)/guardian and they know that we are also asking you for your agreement. If you are going to participate in the research, your parent(s)/guardian also have to agree. But if you do not wish to take part in the research, you do not have to, even if your parents have agreed. You may discuss anything in this form with your parents or friends or anyone else you feel comfortable talking to. You can decide whether to participate or not after you have talked it over. You do not have to decide immediately. There may be some words you don't understand or things that you want me to explain more about because you are interested or concerned. Please ask me to stop at any time and I will take time to explain.

1.2 Purpose: my research attempts to bring a deeper understanding about achievement motivation among children of employed migrated mothers and children living with both parents.

1.3 Choice of participants: This research will be done with the children of migrated mothers and children living with both parents of age 13 - 18 from grade 8-13.

1.4 Participation is voluntary: You don't have to be in this research if you don't want to be. It's up to you. If you decide not to be in the research, it is okay and nothing changes. This is still your school, everything stays the same as before. Even if you say "yes" now, you can change your mind later and it's still okay. If anything changes and we want you to stay in the research study even if you want to stop, we will talk to you first.

1.5 Procedures: A questionnaire will be given to assess the level of achievement motivation. Answering the questionnaire will take approximately 40 minutes during any free period with the supervision of researcher.

1.6 Benefits & Risks: There are neither immediate and direct benefits nor risks of participating in the study. The results will enable the researcher to highlight the importance of the variable, achievement motivation in children. Perhaps it could prompt relevant authorities to develop strategies and interventions to enhance their study skills to increase the amount achievement motivation among children.

1.7 Confidentiality: The information collected from this research project will be kept confidential. Information about you will be collected from the research questionnaires will be put away and no-one but the researcher will be able to see it. Any information about you will have a number on it instead of your name. Only the researcher will know what the number is. The results will be used only in the dissertation and will not be made available to the public.

1.8 Contact information: If you have any questions you may ask me now or later, even after the study has started. If you wish to ask questions later,

You may contact the researcher via e-mail: sampaul944@yahoo.com

Mobile No: 0775298340

Part 2: Certificate of Assent

2.1 Certificate of Assent

I (Master/ Miss) _____ have read this information or had the information read to me. I have had my questions answered and know that I can ask questions later if I have them. I agree / disagree to take part in the research and I have /have not signed the assent below.

Name of child _____

Signature of child: _____

Date: _____

2.2 Statement by the researcher/person taking Assent

I have accurately read or witnessed the accurate reading of the assent form to the potential participant, and the individual has had the opportunity to ask questions. I confirm that the individual has given assent freely.

Name of researcher: Mr. A. M. Sam Paul

Signature of researcher _____

Date _____

Appendix G: INFORMED ASSENT FORM FOR CHILDREN/ MINORS - TAMIL**தகவல் தொடர்பு ஒப்புதல் படிவம் - பிள்ளைகள் / சிறார்கள்**

ஆய்வாளரின் பெயர்: திரு. அருள்மரி சேம் போல்

மேற்பார்வையாளரின் பெயர்: அருட்தந்தை. டாக்டர். சுனில் ரூபசிங்ஹ்

பல்கலைக்கழகத்தின் பெயர்: அக்வைனாஸ் பல்கலைக்கழக கல்லூரி

தகவல் தொடர்பு ஒப்புதல் படிவம் இரண்டு பகுதிகளை கொண்டது.

பகுதி 1: தகவல் படிவம் (ஆய்வு பற்றிய தகவல்களை உங்களுடன் பகிர்ந்து கொள்ள)

பகுதி 2: ஒப்புதல் சான்றிதழ் (ஆய்வில் நீங்கள் பங்குபெற சம்மதமளிக்கும் கையெழுத்தைப்பெற)

பகுதி 1: தகவல் படிவம்

1.1 அறிமுகம்: நான் கண்டி மாவட்ட வெஸ்ட்ஹோல் பெருந்தோட்டப்பிரிவைச் சேர்ந்த தாய் வெளிநாடு சென்ற பிள்ளைகளினதும் தாய், தந்தை இருவருடனும் உள்ள பிள்ளைகளினதும் சாதனை ஊக்குவிப்பு பற்றிய ஓர் ஒப்பீட்டு ஆய்வினை மேற்கொள்கிறேன். எனது ஆய்வில் நீங்கள் பங்குகொள்ள தேவையான தகவல்களை இத்தாள் வழங்க உள்ளேன். பங்குபற்றுவது அல்லது பங்குபற்றாதிருப்பது உங்கள் தெரிவே. ஆய்வைப் பற்றி ஏற்கனவே உங்கள் பெற்றோர்/ பாதுகாவலரிடம் கலந்துரையாடி அனுமதி பெற்றுவிட்டோம். இருப்பினும் உங்கள் விருப்பத்தை பெறுவதும் முக்கியம். உங்களுக்கு விருப்பமில்லாவிடில் பெற்றோர் அனுமதியளித்திருந்தாலும் நீங்கள் பங்குகொள்ளத் தேவையில்லை. பங்குகொள்வதுபற்றி உடனடி தீர்மானம் எடுக்காமல் இதுபற்றி உங்கள் பெற்றோருடனும் நண்பர்களுடனும் வேறு யாருடனும் தயக்கமின்றி கதைத்து முடிவெடுக்கலாம். படிவத்தில் ஏதேனும் சொற்கள் / வாக்கியங்கள் புரிந்துகொள்ள கடினமாகவோ அல்லது மேலதிக விளக்கம் தேவைப்பட்டாலோ தயக்கமின்றி கேட்கலாம். போதிய விளக்கமளிக்கப்படும்.

1.2 நோக்கம்: எனது ஆய்வானது தாய் வெளிநாடு சென்ற பிள்ளைகளினதும் தாய், தந்தை

இருவருடனும் உள்ள பிள்ளைகளினதும் சாதனை ஊக்குவிப்பு பற்றிய ஓர் ஆழமான அறிவை வெளிக்கொணர எடுக்கப்படும் ஓர் முயற்சியாகும்.

1.3 பங்குபறுநரின் தெரிவு: இவ் ஆய்வு தாய் வெளிநாடு சென்ற மற்றும் தாய், தந்தை இருவருடனும் வாழும் வயது 13-18 க்கு உட்பட்ட தரம் 8-13 இல் கல்வி பயிலும் பிள்ளைகளை பற்றியதேயாகும்.

1.4 தன்னார்வ பங்களிப்பு: உமக்கு விருப்பமில்லாவிடில் ஆய்வில் பங்குபற தேவையில்லை. தெரிவு உங்களுடையதே. இப்போது பங்குபற விருப்பம் தெரிவித்து பிறகு மனம்மாறினாலும் பரவாயில்லை. உமது பங்குபற்றல் அவசியம் தேவையெனின் அதுபற்றி உம்மிடம் கலந்துரையாடப்படும்.

1.5 செயல்முறை: உங்களிடம் அண்ணளவாக 40 நிமிடங்களில் விடையளிக்கக் கூடிய சாதனை ஊக்குவிப்பை அளக்க உதவும் ஓர் கேள்விப்பத்திரம் வழங்கப்படும். பாடசாலை பாடவேளையின் போது நீங்கள் அதில் பங்குபற்றாதபடி உறுதிசெய்யப்படும்.

1.6 பயன்களும் அபாயங்களும்: இவ் ஆய்வில் பங்குகொள்வதால் உடனடி அல்லது நேரடி பயன்களோ அபாயங்களோ கிடையாது. இதன் பெறுபேறு ஆய்வாளருக்கு பிள்ளைகளின் சாதனை ஊக்குவிப்பு எனும் மாறி தொடர்பான தகவலை பெறச்செய்யும். மட்டுமல்லாது அதன் பெறுபேறு குறித்த அதிகாரிகார்களுக்கு பிள்ளைகளின் சாதனை ஊக்குவிப்பை அதிகரிக்க தேவையான உத்திகள் மற்றும் தலையீடுகள் என்பவற்றை மேம்படுத்த உதவியாயிருக்கும்.

1.7 இரகசியத்தன்மை: இவ் ஆய்வறிக்கையின் மூலம் பெறப்பட்ட அனைத்து தகவல்களும் இரகசியமாகப் பேணப்படும். கேள்விப்பத்திரத்தின் மூலம் பெறப்படும் உங்கள் தகவல்கள் அனைத்தும் மறைத்து வைக்கப்படும் ஆய்வாளருக்கு மட்டுமே அதை பார்வையிட, கையாள அனுமதியளிக்கப்படும். உங்களது எல்லாத் தகவலும் உங்கள் பெயருக்கு மாற்றாக வழங்கப்படும் ஓர் குறியீட்டு இலக்கத்தினாலேயே பேணப்படும். ஆய்வாளர் மட்டுமே பெயருக்குரிய குறியீட்டு இலக்கத்தை அறிவார். ஆய்வின் பெறுபேறு அதுபற்றிய விளக்கவுரையின் போது மட்டுமே பயன்படுத்தப்படும் அதை தவிர எக்காரணங்கொண்டும் பொதுமக்களின் கைகளுக்கு கிடைக்கச் செய்யப்படமாட்டாது.

1.8 தகவல் தொடர்புகளுக்கு: இவ் ஆய்வு தொடர்பாக எந்தவொரு சந்தேகம் இருப்பினும் ஆய்வை ஆரம்பித்த பின்னரானாலும் எப்போது வேண்டுமானாலும் கேட்கலாம்.

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பகுதி 2: ஒப்புதல் சான்றிதழ்

2.1 ஒப்புதல் சான்றிதழ்

நான் (செல்வன்/ செல்வி) _____ மேற்படி தகவல்களை

வாசித்தேன் / எனக்கு வாசிக்கப்பட்டது. எனது சந்தேகங்களுக்கு தெளிவாய்

விடையளிக்கப்பட்டது. தேவைப்பட்டால் பிறகும் சந்தேகங்களை தெளிவுப்படுத்திக்

கொள்ளலாம் என அறிவுறுத்தப்பட்டது. நான் இவ் ஆய்வில் பங்குகொள்ள விருப்பம் /

விருப்பமில்லை என்பதை கையொப்பம் இட்டு / இடாமல் தெரிவித்துக் கொள்கிறேன்.

பிள்ளையின் பெயர்: _____

பிள்ளையின் கையொப்பம்: _____

திகதி: _____

2.2 ஆய்வாளர் / ஒப்புதலை பெறுநரின் அறிக்கை

நான் ஒப்புதல் சான்றிதழை தெளிவாக வாசித்தேன் / குறித்த பங்கேற்பாளரினால் தெளிவாய்

வாசிக்க கண்டேன். மேலும் பங்கேற்பாளர் சந்தேகங்களை தெளிவுப்படுத்திக் கொள்ள

சந்தர்ப்பம் வழங்கப்பட்டது. பங்கேற்பாளர் முழு விருப்பத்துடனும் எதுவித கட்டாயமுமின்றி

தனது ஒப்புதலை வழங்கினார் என உறுதியளிக்கிறேன்.

ஆய்வாளர் : திரு. அ. சேம் போல்

ஆய்வாளரின் ஒப்பம்: _____

திகதி: _____

Appendix H: DEO-MOHAN ACHIEVEMENT MOTIVATION (n-Ach) SCALE**DEO-MOHAN: ACHIEVEMENT MOTIVATION (n-Ach) SCALE (DMAMS)**

No.	Statements	Always	Frequently	Sometimes	Rarely	Never
01.	I shall be most pleased if I have to miss the classes for some days:					
02.	I pay full attention to the work in the class.					
03.	I mind much if I reach late in the class.					
04.	I love to read more and more to find unknown regions of knowledge.					
05.	I love to have a personal library, not counting text-books.					
06.	I set standards for myself and then strive to achieve them.					
07.	I wish to specialize and become too most in the field of my liking.					
08.	I like to experiment and create new things and surprise people.					
09.	I work hard for hours together to be successful in whatever I undertake.					
10.	I have a tendency to find solutions of problems and puzzles other people fail at.					
11.	I aspire to get excellent results in all academic competitions.					
12.	I am ready to leave the job half done and try a new one.					
13.	I get nervous in the examination if one or two questions are not from the syllabus.					
14.	I prefer to go to a party rather than prepare for an examination next week.					
15.	On getting low marks, I feel disappointed and determine to work hard to do better next time.					
16.	I think I find my lessons meaningful and interesting.					
17.	While studying, my mind wanders off the lesson and I get lost in imagination.					

18.	I think it is better to gossip away in the canteen than to attend the classes.					
19.	When the teacher is reaching, I like to read stories/novels/comics or make cartoons in the class.					
20.	The school/college haunts me and I want to leave it at the very first opportunity.					
21.	It irritates me a lot if I have to stay late in the school / college for some lectures.					
22.	I want to go to college/university because there is plenty of opportunity to enjoy life.					
23.	I think studies, sports and other activities can go together.					
24.	I agree that the present course of my study will help making my future life a success.					
25.	I feel very much frustrated if I do not get a chance to compete in the field of my choice.					
26.	I regularly take dawn notes in the class and complete my assignments.					
27.	In plan to study carefully all the year round in an effort to get good marks in all the subjects in all the tests.					
28.	I believe in work first and play later.					
29.	I do a lot of preparation at home for the next day's work in the class.					
30.	I like to ask questions regarding every information given in tables and charts in the books rather than leave them as such and read further.					
31.	I think my teachers are competent in their work.					
32.	I like to create nuisance in the class and annoy the teacher.					
33.	I try my utmost to please my teacher through work and not through flattery.					
34.	My friends consider me dull and shirker.					
35.	It is true that my teachers think of me as a sincere and hardworking student.					
36.	I feel hurt if others (parents, teachers and friends) criticise me and I try to improve upon my weaknesses.					

37.	My parents advise me to take life easy and never bother too much for studies or for future life.					
38.	I wish to carry my mission forward inspite of facing a lot of criticism.					
39.	I think of life to be an intellectual challenge.					
40.	I am interested in organizing the activities of a group team/class/committee.					
41.	I try to get associated with top most person in the field of my choice.					
42.	I love to have some adventure in my leisure hour.					
43.	I would like to watch a surgical operation being performed.					
44.	I like to compete in dramatics.					
45.	I think of dancing and music to be good hobbies for students.					
46.	I have a strong desire to be a champion in games/sports/athletics.					
47.	I have tried to get in the sports team of my school/college, to represent my team in other states or countries.					
48.	I believe sports develop initiative, leadership and discipline.					
49.	Hill climbing and mountaineering are a welcome challenge I could like to take.					
50.	On a holiday, I prefer going for cycling, swimming or boating to sitting at home without much work.					

Appendix I: DEO-MOHAN ACHIEVEMENT MOTIVATION (n-Ach) SCALE

- TAMIL

DEO-MOHAN : சாதனை ஊக்குவிப்பு (n-Ach) அளவீடு (DMAMS)

DEO - MOHAN : சாதனை ஊக்குவிப்பு (n-Ach) அளவீடு (DMAMS)						
இல.	அறிக்கைகள்	எப்போதும்	அடிக்கடி	சில நேரங்களில்	அரிதாக	எப்போதும் இல்லை
1	வகுப்புகள் சில நாட்களுக்கு இல்லாவிடில் நான் மிகவும் மகிழ்ச்சியாக இருப்பேன்.					
2	நான் வகுப்பில் பாடவேளையில் முழு கவனஞ் செலுத்துவேன்.					
3	நான் வகுப்பிற்கு தாமதமாக சென்றால் கவலை கொள்வேன்.					
4	நான் நிறைய வாசித்து அறிபாத விடயங்களை தெரிந்து கொள்ள விரும்புவேன்.					
5	எனக்குரிய தனிப்பட்ட நூலகமொன்றை கொண்டிருக்க விரும்புவேன். (பாடபுத்தகங்கள் தவிர)					
6	நானே சுயமதிப்பீட்டு தரங்களை எனக்கு அமைத்து பின்னர் அதை அடைய முயற்சி செய்கிறேன்.					
7	நான் மிகவும் விரும்பும் துறையில் நிபுணத்துவம் பெற விரும்புகிறேன்.					
8	நான் புதிய விடயங்களை பரிசீலனை செய்து, உருவாக்கி அனைவரையும் ஆச்சிரியப்படுத்த விரும்புகிறேன்.					
9	நான் பொறுப்பேற்கும் பணியை வெற்றிகரமாக நிறைவேற்றுவதற்காக பலமணி நேரம் கடினமாக உழைப்பேன்.					
10	மற்றவர்களால் தீர்க்க முடியாத பிரச்சினைகளுக்கும் மற்றும் புதிர்களுக்கும் தீர்வு கண்டுபிடிக்க வேண்டும் என நினைப்பேன்.					
11	நான் அனைத்து கல்வி போட்டிகளிலும் சிறந்த வெற்றியைப் பெற விரும்புகிறேன்.					
12	புதிய வேலை கிடைக்குமாயின் தற்போது செய்யும் வேலையை இடையில் நிறுத்திவிட்டு செல்ல ஆயத்தமாயிருப்பேன்.					
13	பரீட்சையில் ஒன்று அல்லது இரண்டு கேள்விகள் பாடத்திட்டத்தில் இருந்து விலகியிருப்பின் பரீட்சையின் போது நான் பதற்றமடைவேன்.					
14	அடுத்த வாரம் நடைபெறவுள்ள பரீட்சைக்கு தயாராவதற்கு பதிலாக ஒரு கொண்டாட்டத்திற்கு செல்லவே விரும்புவேன்.					
15	குறைந்த மதிப்பெண்கள் பெறும்போது அதிக ஏமாற்றமடைந்து அடுத்தமுறை அதிக மதிப்பெண்கள் பெற கடினமாக உழைக்க தீர்மானிப்பேன்					
16	நான் என் பாடங்கள் அர்த்தமுள்ளதாகவும் சுவாரஸ்யமுள்ளதாகவும் இருப்பதாக நினைக்கிறேன்.					
17	நான் படிக்கும்போது மனம் அலைப்பாய்கின்றமையால் கற்பனையில் ஆழ்ந்து போகிறேன்.					
18	வகுப்புகளுக்குப் போவதை விட சிற்றுண்டிசாலையில் வீண்பேச்சு பேசுவது சிறந்தது என்று நினைக்கிறேன்					
19	ஆசிரியர் வகுப்பை அடையும் போது கதைகள், நாவல்கள் அல்லது நகைச்சுவை கதைகள் படிப்பதை விரும்புகிறேன்.					
20	பாடசாலை எதிலும் என்னையே குறிவைப்பதால் முதல் வாய்ப்பிலேயே எந்த முயற்சியையும் விட்டுவிட துணுக்கிறது					
21	பாடசாலை முடிந்த பிறகு நடைபெறும் பின்நேர வகுப்புகள் எனக்கு எரிச்சலூட்டுகிறது.					

22	பல்கலைக்கழகம் உல்லாசமாக வாழ்வதற்கான இடமாகக் கருதுவதால் அங்கு செல்ல விரும்புகிறேன்.						
23	படிப்பு, விளையாட்டு மற்றும் பிற நடவடிக்கைகளை ஒன்றாக கொண்டு செல்ல முடியும் என்று நான் நினைக்கின்றேன்.						
24	என் படிப்பின் தற்போதைய போக்கு எனது எதிர்கால வாழ்க்கையை வெற்றிகரமாக்குவதற்கு உதவும் என்பதை நான் ஒப்புக்கொள்கிறேன்.						
25	எனக்கு விருப்பமான துறையில் போட்டியிட வாய்ப்பு கிடைக்காவிட்டால் மிகவும் விரக்தியாக உணர்கிறேன்.						
26	நான் வழக்கமாக வகுப்பில் கற்பவற்றை குறிப்பெடுத்து ஒப்படைகளை முடிக்கின்றேன்.						
27	நான் வகுப்பில் முழுவதும் கவனமாக படித்து அனைத்து பாடப் பரீட்சைகளிலும் நல்ல மதிப்பெண்கள் பெற திட்டமிட்டுள்ளேன்.						
28	நான் முதலில் வேலை பின்னர் விளையாட்டு என்பதை நம்புகிறேன்.						
29	வகுப்பின் அடுத்த நாளுக்கான வேலைக்காக வீட்டில் மிகவும் தயார் செய்கிறேன்.						
30	புத்தகங்களிலுள்ள அட்டவணைகள், படங்கள் பற்றிய தகவல்களை மேலோட்டமாக விட்டுவிடாமல் அவைபற்றி கேள்வி கேட்டு மேலும் கற்றுக்கொள்ள விரும்புகிறேன்.						
31	எனது ஆசிரியர்கள் தங்கள் வேலையில் திறமையுள்ளவர்கள் என்று நினைக்கின்றேன்.						
32	நான் வகுப்பில் குழப்பம் உருவாக்கி ஆசிரியருக்கு தொந்தரவு செய்ய விரும்புகிறேன்.						
33	எனது ஆசிரியரை வேலை முலம் திருப்தி செய்ய நான் முயற்சி செய்கிறேன்.						
34	எனது நண்பர்கள் என்னை மந்தமான மற்றும் கடமையில் இருந்து நழுவுவதும் நபராகவும் நினைக்கின்றனர்.						
35	எனது ஆசிரியர்கள் என்னை ஒரு உண்மையான மற்றும் கடின உழைப்பாளி மாணவர் என நினைக்கின்றனர்.						
36	மற்றவர்கள் (பெற்றோர், ஆசிரியர்கள் மற்றும் நண்பர்கள்) என்னை விமர்சித்தால் நான் வேதனை அடைக்கிறேன் மேலும் எனது பலவீனங்களை திருத்த முயற்சி செய்கிறேன்.						
37	எனது பெற்றோர் வாழ்க்கையை எளிதாக எடுத்துக் கொள்ளவும், கல்விக்கும் எதிர்கால வாழ்க்கைக்கும் அதிகமாக கவலைப்பட தேவையில்லை என்றும் என்னை அறிவுறுத்துகின்றனர்.						
38	நான் என் பணியை பல விமர்சனங்களுக்கு மத்தியிலும் முன்னெடுக்க விரும்புகிறேன்.						
39	வாழ்க்கை ஒரு அறிவுசார்ந்த சவாலாக இருக்கும் என்று நான் நினைக்கின்றேன்.						
40	வகுப்பு/ குழுவின வேலைகளை ஒழுங்குபடுத்துவதில் ஆர்வமாக உள்ளேன்.						
41	நான் தெரிவு செய்யும் துறையில் மிக உயர்மட்டிலுள்ள நபர்களுடன் பழக முயற்சி செய்கிறேன்.						
42	நான் என் ஓய்வு நேரங்களில் சில சாகசங்கள் செய்ய விரும்புகிறேன்.						
43	நான் அறுவைசிகிச்சை செய்வதை நேரில் பார்க்க விரும்புகிறேன்.						
44	நான் நாடகங்களில் நடித்து போட்டியிட விரும்புகிறேன்.						
45	மாணவர்களுக்கு நடனம் மற்றும் இசை நல்ல பொழுதுபோக்காக இருக்கும் என்று நினைக்கின்றேன்.						
46	எனக்கு விளையாட்டில் ஒரு சாம்பியனாக (வல்லுனராக) வர திடமான ஆசை இருக்கிறது.						
47	மற்ற மாகாணங்களில் அல்லது நாடுகளில் எனது பாடசாலை அணியை பிரதிநிதித்துவப்படுத்தற்காக எனது பாடசாலை விளையாட்டுக் குழுவில் சேர முயற்சி செய்கிறேன்.						
48	விளையாட்டானது ஈடுபாடு, தலைமைத்துவம் மற்றும் ஒழுக்கத்தை மேம்படுத்தும் என நம்புகிறேன்.						
49	மலையேறுதலை ஒரு வரவேற்கக்கூடிய சவாலாக ஏற்று அதை செய்ய விரும்புகிறேன்.						
50	ஒரு விடுமுறை நாளில் வீட்டில் ஓய்வாய் இருப்பதைவிட சைக்கிள் ஓட்டுதல், நீச்சல் அல்லது படகோட்டலில் ஈடுபடுவதையே விரும்புகிறேன்.						