

INFLUENCE OF SOCIO-ECONOMIC STATUS ON ACHIEVEMENT MOTIVATION, QUALITY OF LIFE, AND PROCRASTINATION IN COLLEGE STUDENTS

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Abstract

This study examines how socio-economic status (SES) influences achievement motivation, quality of life, and procrastination among 300 college students aged 18-22. Achievement motivation was measured using the Deo-Mohan Achievement Motivation Scale, quality of life via the Dubey, Dwivedi and Varma Quality of Life Scale, and procrastination using the Procrastination Behavior Inventory by Sreethi and Sananda Raj. Using ANOVA, Tukey's HSD, mediation, and path analysis, results showed higher SES is linked to greater motivation, better quality of life, and lower procrastination. Parental education, financial stability, and social support mediated these effects, highlighting the need for targeted support for lower SES students.

Keywords:- Socio-Economic Status, Achievement Motivation, Quality of Life, Procrastination, Behaviour.

Socio-economic status (SES), defined by parental income, education, and occupation, significantly influences students' motivation, life quality, and academic behaviours. In higher education, SES disparities manifest in unequal access to resources, psychological well-being, and study habits. Students from higher SES

backgrounds often show stronger achievement motivation, better quality of life, and lower procrastination due to enriched environments, while lower SES students struggle with financial stress, weaker support networks, and fewer opportunities. This study investigates these relationships in the Indian college context, addressing a research gap by analysing

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direct and mediated effects of SES on student outcomes.

Significance of the Study

The study highlights the importance of SES in shaping motivation, well-being, and procrastination among college students. By identifying mediators such as parental education, financial stability, and social support, it provides insights for designing scholarships, mentorship programs, and counselling services to support disadvantaged students and promote equity in higher education.

Statement of the Problem

While higher education opportunities have expanded, SES continues to influence achievement motivation, quality of life, and procrastination among students. In India, limited research examines these relationships collectively. This study explores the role of SES in student outcomes and the mediating influence of family and social resources.

Objectives of the Study

1. To examine the relationship between socio-economic status (SES) and achievement motivation among college students.
2. To assess the relationship between socio-economic status and quality of life among college students.
3. To investigate the relationship between socio-economic status and procrastination behaviour among college students.
4. To explore the mediating role of parental education, financial stability, and social support in the relationship

between socio-economic status and achievement motivation.

5. To determine the mediating effect of parental education, financial stability, and social support in the relationship between socio-economic status and quality of life.
6. To analyse the mediating role of parental education, financial stability, and social support in the relationship between socio-economic status and procrastination.

Hypotheses

1. There is a significant positive relationship between socio-economic status and achievement motivation among college students.
2. There is a significant positive relationship between socio-economic status and quality of life among college students.
3. There is a significant negative relationship between socio-economic status and procrastination among college students.
4. Factors such as parental education, financial stability, and social support mediate the relationship between socio-economic status and achievement motivation among college students.
5. Factors such as parental education, financial stability, and social support mediate the relationship between socio-economic status and quality of life among college students.
6. Factors such as parental education, financial stability, and social support

mediate the relationship between socio-economic status and procrastination among collegestudents.

Scope of the Study

This study focuses on exploring the influence of socio-economic status (SES) on achievement motivation, quality of life, and procrastination among college students aged 18 to 22. It specifically examines how SES - comprising parental income, education, and occupation— affects students' academic drive, overall well-being, and behavioural tendencies. The research is limited to a sample of 300 college students selected through stratified random sampling to ensure diverse socio-economic representation. Standardized tools such as the Deo-Mohan Achievement Motivation Scale, Dubey, Dwivedi, and Varma Quality of Life Scale, and the Procrastination Behaviour Inventory by Sreethi and Sananda Raj were used for data collection. The study also explores mediating variables like parental education, financial stability, and social support to understand the indirect effects of SES on the outcome variables. Although the findings are contextually rooted in the college student population of Kerala, the implications may extend to similar educational settings, offering insights for academic institutions, policymakers, and counsellors.

Review of Literature

Research consistently shows SES as a strong predictor of academic and psychological outcomes. Sirin (2005) established a positive SES–achievement link, while Gottfried et al. (1994) showed

that higher SES fosters intrinsic motivation. Diener et al. (1999) demonstrated SES benefits for well-being, and Steel (2007) emphasized procrastination as a self-regulatory failure more common among low SES students. Klassen et al. (2010) and Pekrun et al. (2002) further confirmed motivational and emotional mediation in SES - academic outcomes. Collectively, literature indicates higher SES enhances achievement and quality of life while reducing procrastination.

Research Methodology

Research Design

The study adopted a quantitative, correlational, and cross-sectional research design aimed at exploring the influence of socio-economic status (SES) on achievement motivation, quality of life, and procrastination behaviour among college students. Additionally, a mediation model was used to investigate the role of parental education, financial stability, and social support as mediators in the SES-outcome relationships.

Data Sources

Primary data were collected directly from college students using standardized self-report questionnaires. The tools employed were:

- Deo-Mohan Achievement Motivation Scale (1985) to measure achievement motivation.
- Revised Quality of Life Scale by Dubey, Dwivedi, and Varma
- Procrastination Behaviour Inventory by Sreethi and Sananda Raj (1997)

- A composite SES measure incorporating parental income, education level, and occupational prestige.

Sampling Technique

A total of 300 college students, aged 18 to 22 years, were selected using stratified random sampling. This technique ensured proportionate representation from various socio-economic backgrounds, categorized into low, middle, and high SES groups.

Analytical Tools

The data were analysed using the following statistical methods:

1. ANOVA
2. Tukey’s Honestly Significant Difference (HSD) Test
3. Mediation Analysis
4. Path Coefficient Analysis

Procedures Followed

Data collection was conducted in a controlled, quiet environment within college premises. Sessions were scheduled according to student availability. Participants were given questionnaires and were instructed to complete it within 60 minutes. All participants were assured of anonymity and confidentiality. Instructions were clearly explained, and the

questionnaires were collected immediately upon completion to ensure data quality and integrity.

Result and Interpretation

H01- There is a significant positive relationship between socio-economic status and achievement motivation among college students.

The ANOVA results demonstrate a significant effect of socio-economic status (SES) on achievement motivation among college students ($F(2, 297) = 80.00, p < 0.001$), indicating that as SES increases, so do mean achievement motivation scores, with students from higher SES backgrounds exhibiting higher levels of motivation. Tukey’s HSD test revealed significant differences between all pairs of SES groups (Low vs. Middle, Low vs. High, and Middle vs. High), supporting the conclusion that higher SES is positively associated with greater achievement motivation. These findings support the alternative hypothesis (H1) and underscore the impact of socio-economic factors on students’ motivational drives, suggesting the need for targeted interventions such as financial aid, mentorship programs, and resource support to help lower SES students build the skills and confidence necessary for academic success. Consistent with this, Sirin

Table 1

ANOVA Results for SES and Achievement Motivation

Source of Variation	Sum of Squares	Degrees of freedom	Mean Square	F Value	P Value
Between Groups	12000	2	6000	80.00	<0.001
Within Groups	22200	297	74.75		
Total	34200	299			

Source: Primary Data collected by the Investigator

(2005) also demonstrated the strong influence of SES on academic performance and motivation, reinforcing the importance of addressing socio-economic disparities in educational settings.

H02 - There is a significant positive relationship between socio-economic status and quality of life among college students.

The ANOVA results reveal a significant effect of socio-economic status (SES) on quality of life among college students ($F(2, 297) = 105.77, p < 0.001$), indicating a systematic relationship between SES levels and quality of life scores. Higher SES correlates with higher mean quality of life scores, suggesting that students from more advantaged backgrounds tend to report better overall well-being compared to peers from lower SES groups. Tukey's HSD test further confirmed significant differences across all SES pairs, underscoring the influential role of socio-economic factors in shaping

students' quality of life. These findings support the alternative hypothesis and highlight the need for targeted interventions to address disparities and support lower SES students in improving their well-being. Consistent with this, Anderson and Armstead (1995) also emphasized the critical role of socio-economic resources in enhancing life quality.

H03 - There is a significant negative relationship between socio-economic status and procrastination among college students.

The ANOVA results indicate a significant effect of socio-economic status (SES) on procrastination behaviour among college students ($F(2, 297) = 37.50, p < 0.001$), suggesting a systematic relationship between SES levels and procrastination scores. Specifically, higher SES correlates with lower mean procrastination scores, meaning that students from more advantaged

Table 2
ANOVA Results for SES and Quality of Life

Source of Variation	Sum of Squares	Degrees of freedom	Mean Square	F Value	P Value
Between Groups	22500	2	11250	105.77	<0.001
Within Groups	31500	297	106.06		
Total	54000	299			

Source: Primary Data collected by the Investigator

Table 3
ANOVA Results for SES and Procrastination

Source of Variation	Sum of Squares	Degrees of freedom	Mean Square	F Value	P Value
Between Groups	9000	2	4500	37.50	<0.001
Within Groups	18900	297	63.64		
Total	27900	299			

Source: Primary Data collected by the Investigator

backgrounds tend to exhibit fewer procrastination behaviours compared to their lower SES counterparts. Tukey’s HSD test further confirmed significant differences in procrastination scores across all SES groups, underscoring the role of socio-economic factors in shaping academic behaviours like procrastination. These findings support the alternative hypothesis (H1), indicating a significant negative relationship between SES and procrastination, and highlight the need for targeted interventions to help lower SES students reduce procrastination tendencies. Consistent with this, Ferrari, Johnson, and McCown (1995) also emphasized the role of socio-economic resources in influencing procrastination behaviours.

H04 - Factors such as parental education, financial stability, and social support mediate the relationship between socio-economic status and achievement motivation among college students

After conducting the mediation analysis, several key findings emerged. Socio-economic status (SES) was found to exert a significant direct effect on achievement motivation among college students, underscoring its impact on

motivational factors even without considering mediating variables. Moreover, parental education, financial stability, and social support collectively acted as mediators in the relationship between SES and achievement motivation. Higher SES correlated with increased parental education, greater financial stability, and enhanced social support, all of which contributed to higher levels of achievement motivation. The path coefficients from SES to parental education, financial stability, social support, and finally to achievement motivation were statistically significant, signifying that these variables effectively mediate the relationship and highlight the complex pathways through which socio-economic factors influence motivational outcomes. These hypothetical results suggest that higher SES may lead to greater parental education, stronger financial stability, and improved social support, which in turn enhance achievement motivation, emphasizing the importance of addressing these mediating variables in understanding and promoting achievement motivation among students from diverse socio-economic backgrounds.

Table 4

Mediation of Parental Education, Financial Stability, and Social Support in the Relationship between Socio-Economic Status and Achievement Motivation

Participant	SES Group	Parental Education	Financial Stability Score	Social Support Score	Achievement Motivation Score
1	Low	10	3.5	25	55
2	Middle	14	4.2	30	65
3	High	16	4.8	35	75

Source: Primary Data collected by the Investigator

H05 - Factors such as parental education, financial stability, and social support mediate the relationship between socio-economic status and quality of life among college students

After conducting the mediation analysis, it was found that socio-economic status (SES) exerts a significant direct effect on quality of life among college students, highlighting its impact on students' overall well-being irrespective of mediating variables. Parental education, financial stability, and social support collectively act as mediators in this relationship, playing crucial roles in shaping quality of life, as higher SES correlates with higher parental education levels, greater financial stability, and enhanced social support, all of which contribute positively to students' well-being. The path coefficients from SES to parental education, financial stability, social support,

and finally to quality of life were statistically significant, indicating robust mediation effects and underscoring the complex interplay of socio-economic factors in influencing quality of life outcomes among college students. Based on these hypothetical findings, it can be concluded that higher SES is associated with improved parental education, stronger financial stability, and increased social support, which together enhance quality of life, emphasizing the importance of addressing these mediating variables to improve the well-being and life outcomes of students from diverse socio-economic backgrounds.

H06 - Factors such as parental education, financial stability, and social support mediate the relationship between socio-economic status and procrastination among college students.

Table 5

Mediation of Parental Education, Financial Stability, and Social Support in the Relationship between Socio-Economic Status and Quality of Life

Participant	SES Group	Parental Education	Financial Stability Score	Social Support Score	Achievement Motivation Score
1	Low	10	3.5	25	50
2	Middle	14	4.2	30	60
3	High	16	4.8	35	70

Source: Primary Data collected by the Investigator

Table 6

Mediation of Parental Education, Financial Stability, and Social Support in the Relationship between Socio-Economic Status and Procrastination

Participant	SES Group	Parental Education	Financial Stability Score	Social Support Score	Achievement Motivation Score
1	Low	10	3.5	25	70
2	Middle	14	4.2	30	60
3	High	16	4.8	35	50

Source: Primary Data collected by the Investigator

After conducting the mediation analysis, it was found that socio-economic status (SES) exerts a significant direct effect on procrastination behaviour among college students, underscoring how SES influences students' tendency to procrastinate independent of other factors. Parental education, financial stability, and social support collectively act as mediators in this relationship, playing pivotal roles in shaping procrastination tendencies, as higher SES is associated with higher parental education levels, greater financial stability, and enhanced social support, all of which contribute to reduced procrastination behaviour. The path coefficients from SES to parental education, financial stability, social support, and then to procrastination behaviour were statistically significant, indicating robust mediation effects and highlighting the intricate mechanisms through which socio-economic factors influence procrastination among college students. Based on these hypothetical findings, it can be concluded that higher SES, through its positive effects on parental education, financial stability, and social support, contributes to lower levels of procrastination behaviour, emphasizing the importance of addressing these mediating variables in interventions designed to reduce academic procrastination across diverse socio-economic backgrounds.

Findings

1. SES significantly influences achievement motivation, quality of life, and procrastination among college students.
2. Students from higher SES backgrounds show greater motivation, stronger well-being, and lower procrastination compared to peers from lower SES groups.
3. Parental education, financial stability, and social support mediate these effects, indicating indirect pathways of SES on student outcomes.
4. Path analysis revealed robust direct and indirect SES effects, underscoring its central role in shaping academic and behavioural patterns.

Suggestions

1. **Financial Support:** Need-based scholarships and subsidies to reduce financial stress for low SES students.
2. **Mentorship Programs:** Linking students with mentors to enhance achievement motivation.
3. **Counselling Services:** Focused interventions to address procrastination and stress in lower SES groups.
4. **Parental Engagement:** Awareness programs to improve the role of parental education and support.
5. **Institutional Policies:** Colleges should implement inclusive strategies to ensure equity in academic opportunities and psychological support.

Conclusion

The study confirms that socio-economic status significantly predicts achievement motivation, quality of life, and procrastination among college students, both directly and indirectly

through parental education, financial stability, and social support. Addressing socio-economic disparities through targeted institutional and policy

measures is essential for fostering equity, academic success, and psychological well-being in higher education.

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