

Achievement Motivation of Adolescents with Hearing Impairment (In Terms of Gender)

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Abstract—The aim of this research is to describe achievement motivation of adolescents with hearing impairment in terms of gender. One of disability which has potential to be further developed is adolescent with hearing impairment. Even they generally have difficulty to receive maximum learning process in everyday life, it is not possible for them to achieve success in the future life as long as they have motivation to achieve. The research used achievement motivation theory from McClelland (1987) which refers to the selection of task difficulty level, persistence, feedback, reward and innovativeness. Sampling technique in this research is cluster random sampling, with 161 adolescents as subject range from 11-21 years old. Data analysis method used is descriptive analysis. The result of the data analysis showed that both female or male adolescents with hearing impairment in Special-Needs School in City of Medan have their achievement motivation in medium category with a percentage of 72.3% for female and 69.2% for male.

Keywords: *achievement motivation; adolescents with hearing impairment; gender*

INTRODUCTION

In order to achieve the maximum potential, one will need physical abilities and supportive psychological aspects. But in fact there are people among us who have physical impairment which limit them to do things ideally. They are called people with disabled person. Mangunsong (1998) defines persons with disabilities as any person with misfortune caused by disability which restrict the fulfillment of a normal role for the individuals himself. Though actually, people with disabilities and a normal person are exactly the same being.

One disability that still has the potential to be further developed is adolescent with hearing impairment (in Putra 2013). Deafness is a condition of hearing loss that results in a person become unable to catch a variety of stimuli, especially through the senses of hearing (Somantri, 2007). For deaf people, the obstacles encountered are not only in hearing it self but also relates to all aspects of life (Sastrawinata et al, 1977; Mangunsong et al, 1998). It certainly will affect their psychological aspect when they are doing something, including when they are in a school environment.

In the education process, individuals generally need encouragement to act. The impetus to act is

called motivation. Motivation is an important element for motivation is something that drives and directs individuals to achieve specific goals. When undergoing a learning process, of course, one must want to do everything to the fullest. Even according to Maslow (1984) people who are considered unable must want to feel their worth and sense of achievement. McClelland (1987) uses the term need of achievement or achievement motivation to explain an urge that makes a person act to achieve maximum results with a focus on achieving a certain performance and also emphasize on how to achieve the goal. Beside motivation, gender roles also affect the motivation of person. This is because boys and girls brought up in a different way despite being in the same environment. As a result, boys and girls have a different perspective in education.

For adolescents with hearing impairment, various limitations often cause them to form the habit of thinking negatively about themselves, which it will prevent a person to be able to develop themselves maximally. Therefore, researchers are interested to see the depiction of achievement motivation in adolescents with hearing impairment in terms of gender.

A. Achievement Motivation

According to McClelland (1987), achievement motivation is the motive that drives a person to achieve success in competing in relation to a standard of excellence that derived personally from past experience or the accomplishments of others. Here are some characteristics of individuals with high and low achievement motivation, namely:

a. Selection of the level difficulty task

Individuals with high achievement motivation tends to choose tasks with moderate difficulty level, while individuals with low achievement motivation tends to select the task with the level of difficulty is very high or very low. Many empirical studies suggest that subjects with a high need for achievement prefer tasks with medium difficulty level, because individuals have the opportunity to prove that he is capable of doing something better (McClelland, 1987). Weiner (in McClelland, 1987) said that the election of the degree of difficulty associated with the amount of effort needed to achieve success. Easy tasks which can be easily solved by everyone, but in other side they could not tell how much they have done to achieve success. On the other hand, a difficult task could not tell how much effort an individual has generated, because in spite of all those efforts they still failed.

b. Resilience and persistence

People with high achievement motivation are more preserved and diligent in doing various tasks. They do not give up easily when facing failure and more likely to continue to try to complete the task. However, people with low achievement motivation tend to have a low persistence. The perseverance level of people with low achievement motivation is limited to the fear of failure and avoids tasks with medium difficulty.

c. Feedback

Individuals with high achievement motivation constantly seeking for a factual feedback on a task that has been done. On the other side, individuals with low achievement motivation did not expect feedback. For individuals with high achievement motivation, material or financial rewards, like money, is not an incentive to do things better, but it is used as a measure of success.

d. Reward

Individuals with high achievement motivation, do not expect reward for completing a task. Individuals are more interested to feel the sense of intrinsic satisfaction, such as intelligence or the ability to demonstrate in front of others rather than expect a gift. Individuals with low achievement motivation expecting reward in the form of acceptance of the social environment, praise, money or goods.

e. Innovativeness

Innovativeness means able to do something better in a different way than usual. Individuals with high achievement motivation will complete tasks better, choose to take a different way than usual, avoid the things that are routine, actively seeking information to find better ways of doing things and tend to like things that are challenging than the individual who have low achievement motivation.

B. Adolescence

Adolescence is a period of transition in human life span that connects childhood to adulthood. The term youth or adolescence comes from the Latin word, namely *adolescere* (the noun, *adolescencia*, which means teens) which means "growing" or "grow up", which has a broader meaning includes mental maturity, emotional, social and physical. Early adolescence begins when the child has sexual maturity and ended up as a teenager has a legal maturity.

Early adolescence is divided into two phases: early adolescence and late adolescence. Early adolescence ranged in age from 13 to 16 years, and late adolescence from age 16 to 18 years (Hurlock, 1997). While Monks, et al (2006) found that in general, adolescence ranged from 12 to 21 years of age, namely:

1. Early adolescence: 12-15 years, generally referred to as puberty, which are known by their sexual maturity that impact on their psychosocial development
2. The middle adolescence : 15-18 years, and
3. Late adolescence: 18-21 years old, the age when a person has a right as a citizen, and has certain obligations and responsibilities, and are no longer dependent on their parents

According to Piaget (in Hurlock, 1997) psychologically, adolescence is the age at which individuals integrate into adult society, feel that they are not under the adults, but on par with them, at least about individual rights.

C. Definitions and classification of hearing impairment

Medically, hearing impairment is lack or loss of ability to hear is caused by damage of part or all of the tools of hearing or often called deafness (Sastrawinata, 1977). According to Somantri (2007), hearing impairment is hearing loss, so that individuals are not able to capture a variety of stimuli through the senses of hearing.

A person considered to have normal hearing when the test results of hearing is 0 dB. This condition is rare, almost non-existent, because every people must have experienced the setback in terms of the sharpness of hearing. Therefore, based on the values of tolerance threshold of hearing, someone who lost hearing acuity to 0-20 dB are still considered to be normal, because the impact is not significant (Effendi, 2006).

Hallahan and Kaufman (1991) defines hearing impairment as a general term that indicates trouble hearing from mild to severe, and is classified as deaf (deaf) and hearing loss (hard of hearing). According to ISO (International Standard Organization), someone who is categorized as deaf, when it loses the ability to hear 70 dB or more, making it difficult to understand the speech of others, even if using a hearing aid or without the use of hearing aids. While someone who is hard of hearing are categorized as people who have lost the ability to hear between 35-69 dB, making it difficult to hear the voices of others, but can still be treated with hearing aids.

MATERIAL AND METHODS

This research is a descriptive study that aims to see the description of social adjustment of adolescent in Special-Needs School in City of Medan. According to Azwar (1999), descriptive research is a method of describing the facts accurately and systematically, but does not intend to explain, to test the hypothesis, make predictions and implications. Descriptive

method aims to describe a phenomenon that occurs, without any intention to draw conclusions that apply in general (Hadi, 2000).

The respondents of this study are 161 hearing impairment adolescents from Special-Needs School in City of Medan consisted of boys and girls with 78 and 83 people respectively. The sampling technique is the cluster random sampling.

RESULT AND DISCUSSION

The research subjects in this study are 161 adolescents with hearing impairment in Special-Needs School in City of Medan. Here will be described an overview of the research subjects:

A. Overview research subjects by gender

In this study, a group of teenage boys there are 78, and a group of teenage girls there are 83. It can be concluded that the number of teenage girls are more than the number of the boys. This can be seen in the following table:

Table I. Overview research subjects by gender

Gender	Amount	Percentage
Boy	78	48.5%
Girl	83	51.5%
Total	161	100%

In table I, we can see the number of subjects classified as teenage boys are as many as 78 people (48.5%), while among girls 83 people (51.5%). Thus if it is sorted, then the number of subjects was highest among girls.

B. Description of study subject based on adolescent development phase

In this study, the adolescent category is divided into three stages of development, namely, early adolescents (aged 11-14 years), middle adolescents (aged 15-17 years) and late adolescents (aged 18-21 years), which can be seen in the following table:

Table II. Overview research subjects based adolescence development phase

Adolescent development phase	Amount	Percentage
Early adolescents (11-14 years)	55	34%
The middle adolescence (15-17 years)	62	38.5%
Late adolescence (18-21 years)	44	27.5%
TOTAL	161	100 %

In table II, we can see the number of subjects are classified as early adolescence there are 55 (34%), middle adolescence there are 62 (38.5%) and late adolescents are 44 (27.5%). Thus if it is sorted, then the subject is mostly in the category of middle adolescent, early teens and the next is at least late adolescence.

C. The Mean comparison of research data

Based on the calculations the empirical data of 191 research subjects, obtained a minimum score is 26 and a maximum score is 58; with a Mean of 42.5 and a standard deviation is 4.4. Based on hypothetical data calculation, obtained a minimum score is 15 and a maximum score of 60; with a mean of 37.5 and a standard deviation is 7.5. This data can be seen in the following table:

Table III. The mean comparison of research data

	Empirical					Hypothetical				
	N	Min	Max	Mean	SD	N	Min	Max	Mean	SD
Achievement Motivation	191	26	58	42.5	4.4	109	15	60	37.5	7.5

In table III it can be seen that the empirical mean of achievement motivation is greater than the hypothetical mean ($42.5 > 37.5$); so it can be concluded that achievement motivation research subjects is higher than the average achievement motivation in the general population. In comparison to standard deviation, it can be seen that the standard deviation of the empirical data is smaller than the standard deviation in the data hypothetical ($4.4 < 7.5$); it can be concluded that the variations in achievement motivation score is likely to be low or tend to be uniform

D. The Categorization of Achievement Motivation

Achievement motivation categorization in this study is based on the data and hypothetical data, which is divided into three groups: low, medium and high. This can be seen in the following table:

Table IV. Categorization of achievement motivation formula

Variable	Range	Categorization
Achievement motivation	$x < mean - 1SD$	Low
	$mean - 1SD \leq x < mean + 1SD$	Average
	$x \geq mean + 1SD$	High

Based on the norms of categorization in table IV and a description of a hypothetical value of achievement motivation in table III, the following will describe the categorization of social adjustment:

Table V. Categorization of Achievement Motivation

Variabel	Range	Categorisation	Frequency	Percentage (%)
Achievement mMotivation	$x < 30$	Low	1	0.6
	$30 \leq x < 45$	Average	106	66
	$x \geq 45$	High	54	33.4

Based on table V, the variables of achievement motivation, there are 0.6% of the subjects were classified into the low category; 66% of is classified

into the moderate and 33.4% is classified into a higher category. In other words, it can be concluded that the largest group is in the moderate category of achievement motivation.

E. The Comparison Mean of research data based on Aspect of Achievement Motivation

Achievement motivation consists of aspects, such as: selection of the level difficulty task, resilience and persistence, feedback, reward and innovativeness, which can be seen below:

Table VI. Comparison of hypothetical mean and empirical mean of achievement motivation based on aspects

Variable	Aspect	Empirical Mean	Hypothetical Mean	Mean Comparison
Achievement motivation	Selection of the level difficulty task	8	9.25	Hypothetical < Empirical
	Resilience and persistence	8	8.00	Hypothetical = Empirical
	Feedback	8	8.75	Hypothetical < Empirical
	Reward	8	7.93	Hypothetical > Empirical
	Innovativeness	8	8.53	Hypothetical < Empirical

Based on table VI, the empirical mean value of aspects of achievement motivation is quite varied when compared to the hypothetical one. For the aspects of the selection of the difficulty level of the task, the value of the empirical mean is greater than the hypothetical. This means that the level of difficulty of the task aspect of the selection research on the subject is higher than in the general population. In the aspect of resilience and persistence, the empirical mean value is equivalent to the mean hypothetical; meaning that aspects of resilience and perseverance of the study subjects similar to the general population. In the aspect of hope to feedback, the empirical mean value is greater than the hypothetical mean; meaning that aspect of the expectations of the feedback on the research subject is higher than the general population. In the aspect of

hope for a reward, the empirical mean value is lower than the mean hypothetical; meaning that aspect expectation of reward research on the subject is lower than the general population. In the aspect of the ability to innovate, the empirical mean value is higher than the mean hypothetical; it means the ability to innovate aspects of the research subjects is higher than in the general population.

An overview of research subjects based its aspects:

1. Description of subjects based on five aspects of achievement motivation

Overview of the five aspects of achievement motivation in this study based on hypothetical data, which are divided into three groups, namely the low, medium and high. This categorization can be seen as follows:

Table VII. Achievement motivation categorization based on its aspect

Aspects	Norms	Category	Amount	Percentage (%)
Selection of the level difficulty task	$X < 6$	Low	2	1.2
	$6 \leq X < 9$	Medium	48	29.8
	$X \geq 9$	High	111	69
Resilience and persistence	$X < 6$	Low	10	6.3
	$6 \leq X < 9$	Medium	90	56.1
	$X \geq 9$	High	61	37.8
Feedback	$X < 6$	Low	10	6.3
	$6 \leq X < 9$	Medium	50	31
	$X \geq 9$	High	101	62.7
Reward	$X < 6$	Low	11	6.8
	$6 \leq X < 9$	Medium	86	53.4
	$X \geq 9$	High	64	39.7
Innovativeness	$X < 6$	Low	7	0.4
	$6 \leq X < 9$	Medium	59	36.6
	$X \geq 9$	High	95	59

According to the table VII, on aspects of task difficulty level selection, the number of subjects is mostly used in the high category (69%); Next there is the medium category (29.8%); and the

last is in the low category (1.2%). In the aspect of resilience and perseverance, the largest number of subjects is in the middle category (56.1%); second place is in the high category (37.8%); and the last position is in the low category (6.3%). In the aspect of hope to feedback, the number of subjects is mostly used in the high category (62.7%); in the second position is in the medium category (31%); and the last position is in the low category (6.3%). In the aspect of hope for a reward, the number of subjects is mostly the medium category (53.4%); the second position is in the high category (39.7%); and the last position is in the low category (6.8%). In the aspect of the ability to innovate, the number of subjects is mostly used in the high category (95%); Next there is the position of moderate (36.6%); and the last is in the low position (0.4%).

E. Comparison of hypothetical and empirical mean of achievement motivation based on gender

The following describes the way of research subject by gender:

Table VIII. Comparison of hypothetical and empirical mean of achievement motivation based on gender

Variable and Aspect	Hypothetical mean	Male	Female	Mean Comparison
		(M)	(M)	
Achievement Motivaton	37.5	42.45	42.54	Hypothetical < Empiric
Selection of the level difficulty task	8	9.33	9.19	Hypothetical < Empiric
Resilience and persistance	8	7.86	8	Boys : Hypothetical < Empiric Girls : Hypothetical = Empiric

Table VIII, cont.

Feedback	8	8.74	8.77	Hypothetical < Empiric
Reward	8	7.87	8	Hypothetical > Empiric
Inovativeness	8	8.64	8.43	Hypothetical < Empiric

Based on table VIII, the empirical mean the subject of boys and girls is greater than the hypothetical mean; means the achievement motivation subject of boys and girls in this study is higher than the population of adolescent boys and girls in general. In the aspect of task difficulty level selection, the empirical mean the subject of boys and girls is also greater than the mean hypothetical; meaning that aspects of task difficulty level selection on the subject of boys and girls is higher than in a population of boys and girls generally. In the aspect of resilience and persistence, the empirical mean the boys subject is greater than the mean hypothetical, while the empirical mean girls same with mean hypothetic. That is, the boys subjects, resilience and persistance aspect is higher than boys adolescent population generally; while the aspects of resilience and persistance in girls subjects tend to be similar to the girls adolescent population in general. In the aspect of feedback as well as aspects of innovativeness, the empirical mean the subject of boys and girls is greater than the mean hypothetical; means the expectation aspect of the feedback and the ability to innovate on the subject of boys and girls were higher than in the population of boys and girls in general. In the aspect of hope for a reward, the empirical mean the subject of boys and girls is smaller than the mean hypothetical; means the aspect of reward on the subject of boys and girls is lower than the population of boys and girls in general.

F. Comparison of hypothetical mean and empirical mean based on adolescence development phase

The following describes the way of research on adolescence development phase:

Table IX. Comparison of empirical mean and hypothetical mean based on adolescence development phase

Variable and Aspects	Hypothetical mean	Early Adolescence 11-14 y.o	Middle Adolescence 15-17 y.o	Late Adolescence 18-21 y.o	Mean Comparison
		(M)	(M)	(M)	
Achievement Motivation	37.5	43.21	42.93	40.97	Hypothetical < Empiric
Selection of the level difficulty task	8	9.14	9.32	9.31	Hypothetical < Empiric
Resilience and persistence	8	8.23	8.29	7.31	Hypothetical < Empiric Late Adolescence: Hypothetical > Empiric
Feedback	8	8.85	8.77	8.61	Hypothetical < Empiric
Reward	8	8.10	8.04	7.57	Hypothetical < Empiric
Inovativness	8	8.87	8.50	8.16	Hypothetical < Empiric

Based on table IX, for the aspects of task difficulty level selection, the empirical mean subjects aged 11-21 years is greater than the mean hypothetical; meaning that the selection of task difficulty level in subjects aged 11-21 years was higher than the population of 11-21 year olds. In the aspect of resilience and persistence, the empirical mean age of 11-17 years is greater

than the mean hypothetical; meaning that aspects of resilience and persistence of the subject at the age of 11-17 years is higher than the population of adolescents aged 11-17 years; otherwise at age 18-21 years, mean empiric lower than the mean hypothetical; meaning that aspects of resilience and persistence subjects aged 18-21 years lower than in the adolescent population aged 18-21 years. In the following three aspects (feedback, reward, and innovativeness) of three age categories of research subjects (11-21 years), the empirical mean value greater than the mean hypothetical. That is the aspect feedback, reward, and the innovativeness subjects aged 11-21 years was higher than in population adolescents aged 11-21 years.

Subject Categorization based on gender:

Table X. Subject categorization based on gender

Groups	Norms	Category	Amount	Percentage (%)
Girls	$X < 30$	Low	0	0
	$30 \leq X < 45$	Average	60	72.3
	$X \geq 45$	High	23	27.7
TOTAL			83	100
Boys	$X < 30$	Low	1	1.3
	$30 \leq X < 45$	Average	54	69.2
	$X \geq 45$	High	23	29.5
TOTAL			78	100

According to the table X, to the subject of girls, none of them have low achievement motivation, moderate achievement motivation in 60 people, and 23 people have high achievement motivation. For boys, one person has low achievement motivation, 54 people have

achievement motivation in moderate category, and 23 people have high achievement motivation.

For people with hearing impairment, the problems that occur not only in hearing but also relates to all aspects of life development (Sastrawinata et al, 1977; Mangunsong, et al, 1998). It certainly will affect their psychological aspect when doing something, including when they are in a school environment. In the process of learning in schools, individuals generally require encouragement to act. The impetus to act is called motivation. Motivation is an important element because the motivation is something that drives and directs individuals to achieve certain goals.

The research showed that achievement motivation among girls (72.3%) and boys (69.2%) both in middle category. This could be because boys and girls are generally bred in different ways despite being in the same environment. As a result, boys and girls have different view points in education and may display the need for achievement varied.

McClelland (in Sukadji et al, 2001) added some factors that can affect a person's achievement motivation, among others, the environment in which learning takes place. It said when the learning environment feels good, it will not threaten encouragement and optimism to encourage students to study harder, have a better tolerance to shows more competence and reduce fears of failure.

CONCLUSIONS

Based on the research result, known that in general, achievement motivation profile boys and girls adolescence with hearing impairment in Special-Needs School in City of Medan was ranged in middle category.

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