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A STUDY OF ACHIEVEMENT MOTIVATION IN RELATION TO GENDER

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ABSTRACT

The present study was planned to investigate the difference between achievement motivation of male and females' students of higher secondary level of Rohtak city. In the present study a sample of 100 male and 100 females' students were taken. To measure the achievement motivation of the subjects V.P. Bhargava's achievements motive test (2000) was used.

The result of the study shows that there is difference in achievement motivation of male and female students and achievements motivation of female students were found to be higher than the male students of higher secondary level.

Keywords: Achievement Motivation, Higher Secondary, Gender.

INTRODUCTION

The need and desire to achieve is basic and natural in human beings like other biological or socio psychological needs and desires. In this competitive world, the desire to excel over others or to achieve a higher level than others is more intensified which leads to a stronger motive or desire to achieve something. This drive may come from external or internal source. Behind success or failure, higher achievements or lower achievements there exist some motive. Motive is the main leading force of individual behaviour. Motivation is an art of inculcating and stimulating interest in studies and in other activities.

Motivation is defined as the force that accounts for the arousal, selection, direction and continuation of behaviour in a desired way. It is a drive that compels an individual to act towards the attainment of same goal. Achievement motivation can be understood by examining the meaning of 'Achievement' and 'Motivation'. Achievement stresses the importance of accomplishment and attainment with efforts involved (Mandel and Marcus 1988) and accomplishment or proficiency in a given skill or body of knowledge. 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 and Weiner, 1996).

Achievement Motivation is the base for good life. It is referred as the need for achievement and abbreviated as N-arch. It refers to the behaviour of an individual who strives to accomplish something to do his best to excel others in a performance. The concept of achievement motivation was put forth by Henry Murray. He identifies 20 fundamental human needs or motive including achievement motivation. Murray (1938) defined the need for achievement as a desire or tendency 'to overcome obstacles, to exercise power, to strive to do something difficult as well and as quickly as possible.'

McClelland (1961) made intensive study on achievement motivation and explained it in terms of achievement needs (n-Ach) by employing the Thematic Apperception Test (TAT). McClelland and his associates investigated different aspect of achievement motivation, especially its application in work setting. In cross cultural studies, McClelland explored how differences in achievement motivation at the national level influence economic development (McClelland 1961; McClelland and Winter 1971).

People who score high in Achievement Motivation expand their greatest efforts when faced with moderately challenging tasks. In striving to achieve the task, they often choose to work for long hours and have capacity to delay gratification and focus on the goal. They also tend to display original thinking, seek expert advice and value feedback about their performance. Achievement Motivation is influenced by a combination of internal factors including personal drives and external, environmental or situational factors including expectations and pressures of relevant needs of individual and society. The perception of an individual about the outcome also affects their achievement motivation. If the outcome of a task is not viewed as important, little or no effort may be finished in attempting the task (Atkinson and Feather, 1966).

An important area of research in Achievement Motivation is the gender related differences in achievement motivation. Male and female do not achieve identically in higher secondary levels even there are no significant differences in intelligence. Researchers examined gender differences in achievement motivation has yielded inconsistent findings. Saikia, L. R. and Kalita, S. (2013) found that girl students have higher achievement motivation than the boy students. Kaushik and Rani (2005) found no significant gender difference on achievement motivation in students of four educational streams. Nagarathanamma and Rao (2007) found no significant



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difference between boys and girls with regards to achievement motivation. Singh N.V. (2014) found no significant difference between mean scores of achievement motivation of male and female.

OBJECTIVE: To study the difference between achievement motivation of male and female students of higher secondary level of Rohtak city.

HYPOTHESIS Ho: There is no significant difference between mean score of achievement motivation of male and female students of higher secondary level of Rohtak city.

METHOD OF THE STUDY: Descriptive survey method was used.

SAMPLE: 100 male and 100 female students studying in class 11th were selected for the sample using random sampling technique from Rohtak city.

TOOL: To measure the Achievement motivation of the students Achievement Motive Test by Dr. V.P. Bhargav was used.

DATA ANALYSIS: Mean, Standard Deviation and t-test were employed for the analysis of the data.

ANALYSIS, INTERPRETATION AND DISCUSSION: In the present study, equal number of male and female students was taken for the study to know the difference between achievement motivation of male and female students. Mean, S.D. and t-values for means of achievement motivation of higher secondary students with respect to gender is given in Table 1

TABLE-1

‘t’ value for Means of Achievement Motivation of higher secondary students with respect to Gender.

| Variable | Gender of Students | N | Mean | SD | t- Value |
|------------------------|--------------------|-----|-------|-------|----------|
| Achievement Motivation | Male | 100 | 78.21 | 9.41 | 5.88 |
| | Female | 100 | 86.35 | 10.13 | |

Table 1 reveals that the mean and S.D. of achievement motivation score of males are 78.21 and 9.41. The mean score of females is 86.35 and S.D. is 10.13. The t-value of mean scores of both groups is 5.88. This mean difference is significant at 0.05 level of significance.

Thus, the hypothesis “there is no significant difference between mean score of achievement motivation of male and female students of higher secondary level of Rohtak city” is rejected.

Therefore, the result of present study shows the difference between achievement motivation of male and female students of higher secondary level and it is also clear that achievement motivation of female students is higher than the achievement motivation of male students which resemble with the findings of many studies. This finding is supported by Sharma, Sharma, Sethi and Yadav (2001), Saikia, L. R. and Kalita, S. (2013). Thus, it is clear that sex is an important factor of achievement motivation. An achievement motivation plays a significant role in the overall development of students, so it is the responsibility of parents, teachers and concerned members to help the students in the development of achievement motivation.

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