



Effect of Achievement Motivation on Gender, Area of Residents and Faculty among College Students

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ABSTRACT

This Study purposes that To Study of Achievement motivation among Students. **Objectives:-** To Study the Gender, Area of Residents and faculty in Achievement motivation among college Students. **Hypotheses:-** 1) There is no significant difference between male and female college students on Achievement motivation. 2) There is no significant difference between Urban and Rural college students on Achievement motivation. 3) There is no significant difference between Art's, commence and Science college students on Achievement motivation. **Methodology- Sample:** To select the sample in which students study of College Students were considered as per independent variable taken in this research stratified random sampling method was to select the unit of sample. Total sample of present study 120 College Students, in which 60 were male and 60 females. Both groups sample College Students from Aurangabad City in Maharashtra. The subject selected in this sample was age group of 18-21 year. **Research Design:** the present study 2x2x3 factorial design was used. **Variables-** The independent variables are Gender (Male and Female Students), Area of Residents (Urban and Rural Students), Faculty (Art's, commence and Science students) and Dependent variables are achievement motivation. **Research Tools-** Achievement Motivation Test by Dr.Pratibha Deo and Asha Mohan. **Statistical Treatment:** Mean SD and ANOVA. **Conclusions: 1)** No significant difference between male and female college students on Achievement motivation. 2) No significant difference between Urban and Rural college students on Achievement motivation. 3) No significant difference between Art's, commence and Science students on Achievement motivation.

Keywords: Achievement Motivation, Male, Female, Urban, Arts, commence and Science.

INTRODUCTION

Achievement motivation is relatively a new concept in the psychology of motivation. It has great significance in understanding human behaviour as well as changing it with the application of psychology in the field of education. Achievement motivation may be defined as the need to meet or excel in standard of excellence. According to Vernon (1969) "Achievement motivation may be associated with a verity of goals but in general the behaviour adopted with involve on activity which is directed towards the attainment of some standard of excellence". Thus achievement motivation may be characterized as the tendency to maintain and increase individual proficiency considered as a disposition to the approach success or a capacity for taking pride in accomplishment when success at one or another activity is achieved.

Achievement Motivation is a mindset that leads people to set for themselves realistic but challenging goals. Achievement Motivation can calculate mathematically by taking a person's desire to succeed and subtracting their fear of failure. Achievement motivation can, therefore, be defined as the striving to increase or to keep as high as possible, one's own capabilities in all activities in which a standard of excellence is thought to apply and where the execution of such activities can, therefore either succeed or fail. Achievement motivation typically refers to the level of one's motivation to engage in achievement behaviours, based on the interaction of such parameters as need for achievement, expectancy of success, and the incentive value of success. Our construct of motivational orientation refers to the type of motivational stance which the child adopts toward classroom learning. Thus, one may engage in schoolwork for



intrinsic reasons, because work is challenging, enjoyable, and piques one's curiosity, or alternatively, one may engage in schoolwork for extrinsic reasons, either to obtain external approval or because the educational system requires it.

Achievement motivation is acquired by children during the formative stages of social development. They learn it from their parents, other role models and socio-cultural influences. They acquire the values that they should attain a good position, social standing and distinguished status in the society.

REVIEW OF LITERATURE

Gender on Achievement motivation

Amit Kumar & Deepika Yadav, (2015) this found that Girls students had more academic achievement motivation than boys at senior secondary level. Jaccub Thirumeni Pushparaj and Dhanasakaran (2016) this study found that there is no significant difference between boys and girls IXth standard level school students Achievement Motivation. Kumar A. & Yadav D. (2015) this Study found that significant difference between boys and girls of secondary classes for academic achievement motivation and Girls students had more academic achievement motivation than boys. Kundhare & R M Ghoti (2019) this Study found that no gender difference was found in Students achievement Motivation. Nagarathanamma & Rao (2007) this study found no significant difference between boys and girls with regard to achievement motivation level. While Adsul et al. (2008) this study found that male students were found to be having a high achievement motivation while female students having a below average level of achievement motivation. Choudhary (1971), Aggarwal (1974), Patel (1977), Shanmuge Sudram (1938) this study found that showed that women students had greater motivation than men students.

Area of Residents on Achievement motivation

Ahluwalia (1985), Singh (1986) and Sodhi (1989) this study found that rural and urban school students do not differ significantly in relation to their achievement motivation. Chetri, (2014) this study revealed non- significant difference in achievement motivation of adolescent students with regard to gender and locale variation. Kumar,Ravan (2013) this study conducted that significant difference between the adolescents of urban and rural localities and between the boys and girls of both localities. The urban students and girls are found to have higher achievement motivation than rural and boys' counterparts. Sarangi, (2015) this study found that there was no significant difference between tribal- non tribal and boy - girl students but urban students have shown high achievement motivation than the rural students.

Faculty on Achievement motivation

Ram Singh, (2019) this study found that 1s) Significant difference is found between students of arts and science streams on achievement motivation. The students of science stream depict higher achievement motivation than the students of arts streams. 2) Significant difference is found between students of arts and commerce streams on achievement motivation. The students of commerce stream depict higher achievement motivation than the students of arts streams. 3) No significant difference is found between students of science and commerce streams on achievement motivation. The students of science and commerce streams depict alike achievement motivation. 4) Significant difference is found between boys of arts and science streams on achievement motivation. The boys of science stream depict higher achievement motivation than the boys of arts streams. 5) Significant difference is found between boys of arts and commerce streams on achievement motivation. The boys of commerce stream depict higher achievement motivation than the boys of arts streams. 6) No significant difference is found between boys of science and commerce streams on achievement motivation. The boys of science and commerce stream depict alike achievement motivation. 7) Significant difference is found between girls of arts and science streams on achievement motivation.



The girls of science stream depict higher achievement motivation than the girls of science streams. 8) Significant difference is found between girls of arts and commerce streams on achievement motivation. The girls of commerce stream depict higher achievement motivation than the girls of arts streams. 9) No significant difference is found between girls of science and commerce streams on achievements motivation. The girls of science and commerce stream depict alike achievement motivation. 10) No significant sex difference is found among the students of arts stream. The boys and girls of arts stream depict alike achievement motivation. 11) No significant sex difference is found among the students of science stream. The boys and girls of Science stream depict alike achievement motivation. 12) No significant sex difference is found among the students of commerce stream. The boys and girls of commerce stream depict alike achievement motivation. Pretty Rani and Geetha Reddy, R. (2019) this study found that significant difference was found between the achievement motivation of sciences and arts stream students.

STATEMENT OF THE PROBLEM

Effect of Achievement motivation on Gender, Area of Residents and Faculty among College students.

OBJECTIVES OF THE STUDY

- To Study the Gender, Area of Residents and faculty in self confidence among college Students.
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HYPOTHESES OF THE STUDY

- There is no significant difference between male and female college students on Achievement motivation.
- There is no significant difference between Urban and Rural college students on Achievement motivation.
- There is no significant difference between Art's, commerce and Science college students on Achievement motivation.

METHODOLOGY

SAMPLE

To select the sample in which students study of College Students were considered as per independent variable taken in this research stratified random sampling method was to select the unit of sample. Total sample of present study 120 College Students, in which 60 were male and 60 females. Both groups sample College Students from Aurangabad City in Maharashtra. The subject selected in this sample was age group of 18-21 year. The sample of present study was shows as below.

Table No- 01- Sample Design

		Gender				Total
		Male		Female		
Area of Residents		Urban	Rural	Urban	Rural	
Faculty	Arts	10	10	10	10	
	Commerce	10	10	10	10	
	Science	10	10	10	10	
Total		30	30	30	30	120

**RESEARCH DESIGN:-**

In the present study a 2x2x3 factorial design was used.

Table 2- Research Design

A					
A1			A2		
B	B1		B2		B2
C	C1	A1xB1xC1	A1xB2xC1	A2xB1xC1	A2xB2xC1
	C2	A1xB1xC2	A1xB2xC2	A2xB1xC2	A2xB2xC2
	C3	A1xB1xC3	A1xB2xC3	A2xB1xC3	A2xB2xC3

A- Gender A1- Male Students A2- Female Students

B- Area of Residents B1- Urban Students B2- Rural Students

C- Faculty C1- Art's C2- Commence C3- Science

VARIABLES OF THE STUDY

Table No- 03 Variables

Variable	Type of variable	Sub. Variable	Name of variable
Gender	Independent Variables	02	1) Male Students 2) Female Students
Area of Residence	Independent Variables	02	1) Urban Students 2) Rural Students
Faculty	Independent Variables	03	1) Art's Students 2) Commence Students 3) Science Students
Achievement Motivation	Dependent variables		Achievement Motivation

Research tools:-

Table No- 04 - Achievement Motivation Test

Aspect	Name of the Test	Author	
Achievement Motivation	Achievement Motivation Test (1985)	Dr.Pratibha Deo Asha Mohan	Item- 40
			Reliability - 0.69
			Validity – 0.40

STATISTICAL TECHNIQUES

Mean S.D and ANOVA was used.

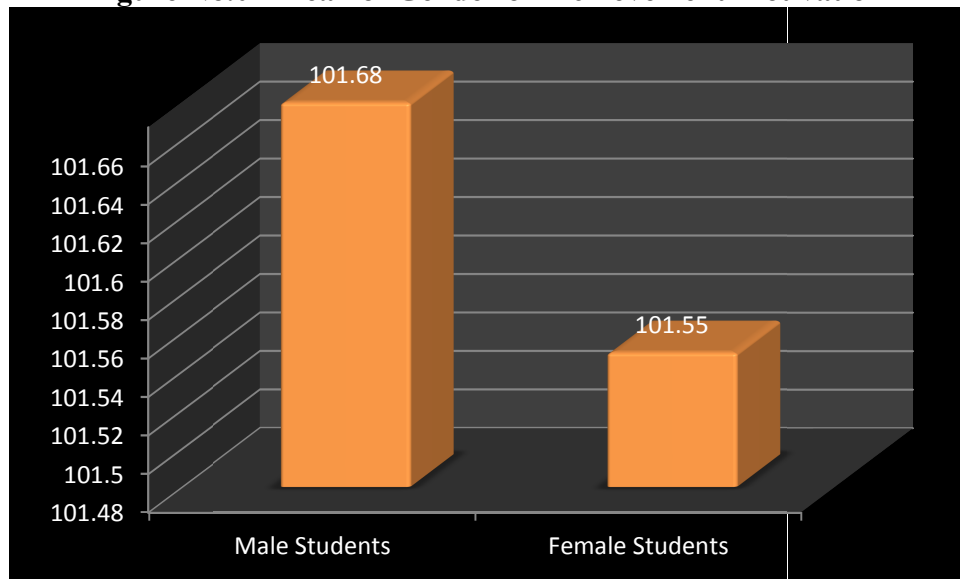
RESULTS AND DISCUSSION**GENDER ON ACHIEVEMENT MOTIVATION****Hypothesis: - 01****HYPOTHESES OF THE STUDY**

There is no significant difference between male and female college students on Achievement motivation.

Table No.05 Mean, SD and F Value of Gender on Achievement Motivation

Factor	Gender	Mean	SD	N	DF	F Value	Sign.
Achievement Motivation	Male Students	101.68	2.60	60	118	0.35	NS
	Female Students	101.55	5.29	60			

Figure No.01 Mean of Gender on Achievement Motivation



Observation of the table No.05 and Graph No. 01 indicated that mean and SD values of Achievement Motivation obtained were 101.680 ± 2.60 by the Male Students and 101.55 ± 5.29 by Female Students. The F value between Male and Female Students on Achievement Motivation is observed 0.35 at 118 degree of freedom. The table value of F value is $0.05 = 3.94$ and at $0.01 = 6.90$ levels of not significance, this null hypothesis is accepted because table value High than calculated value and Alternative hypothesis is rejected. It means that there is no significant difference between male and female college students on Achievement motivation.

AREA OF RESIDENCE ON ACHIEVEMENT MOTIVATION

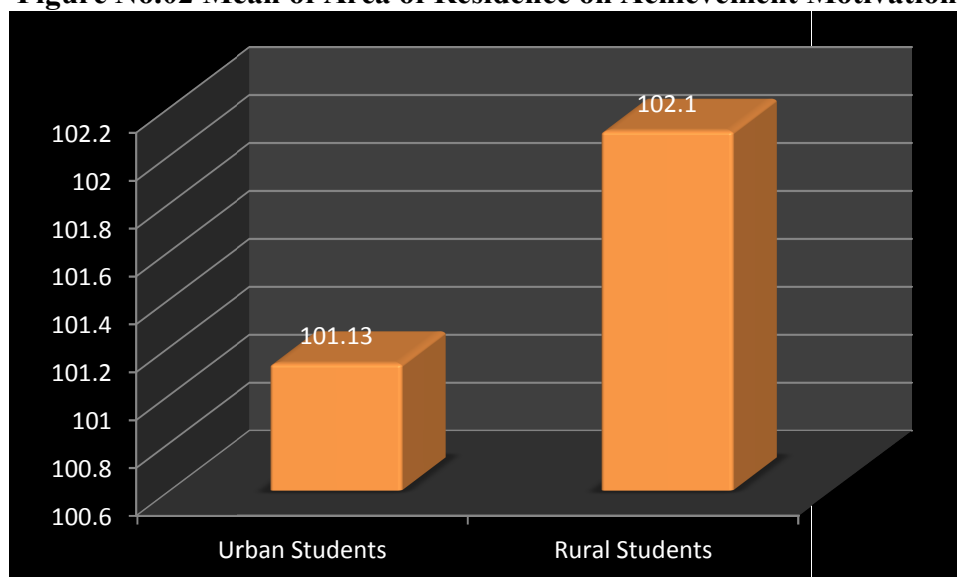
Hypothesis: -02

- There is no significant difference between Urban and Rural college students on Achievement motivation.

Table No.06 - Mean, SD and F Value of Area of Residence on Achievement Motivation

Factor	Area of Residence	Mean	SD	N	DF	F Value	Sign.
Achievement Motivation	Urban Students	101.13	4.22	60	118	1.83	NS
	Rural Students	102.10	4.06	60			

Figure No.02 Mean of Area of Residence on Achievement Motivation



Observation of the table No.06 and Graph No. 02 indicated that mean and SD values of Achievement Motivation obtained were 101.1 ± 4.22 by the Urban Students and 102.10 ± 4.06 by Rural Students. The F value between Male and Female Students on Achievement Motivation is observed 1.83 at 118 degree of freedom. The table value of F value is 0.05 = 3.94 and at 0.01 = 6.90 levels of not significance, this null hypothesis is accepted because table value High than calculated value and Alternative hypothesis is rejected. It means that there is no significant difference between Urban and Rural college students on Achievement motivation.

FACULTY ON ACHIEVEMENT MOTIVATION

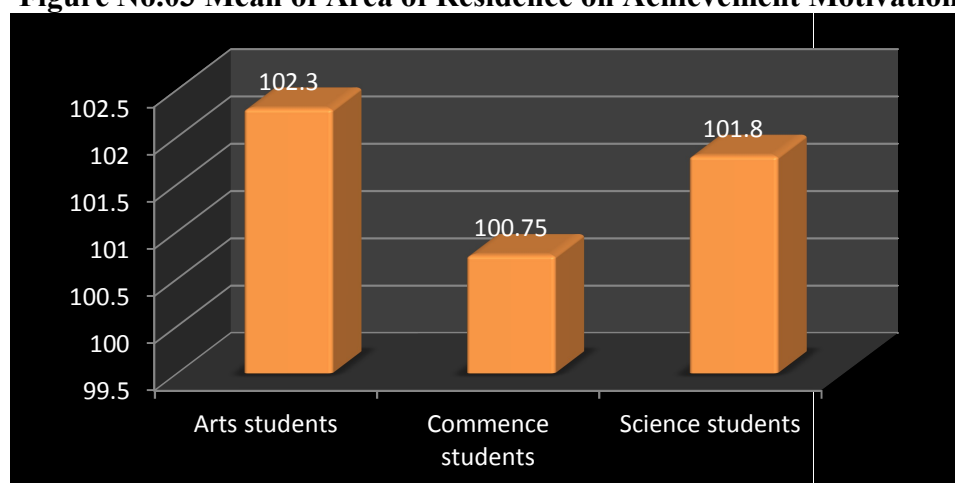
Hypothesis: -03

- There is no significant difference between Art's, commence and Science college students on Achievement motivation.

Table No.07 - Mean, SD and F Value of Faculty on Achievement Motivation

Factor	Faculty	Mean	SD	N	DF	F Value	Sign.
Achievement Motivation	Arts students	102.30	3.70	40	117	1.64	NS
	Commence students	100.75	4.75	40			
	Science students	101.80	3.87	40			

Figure No.03 Mean of Area of Residence on Achievement Motivation



Observation of the table No.07 and Graph No. 03 indicated that mean and SD values of Achievement Motivation obtained were 102.30 ± 3.70 by the Arts Students, 100.75 ± 4.75 by the Commerce Students and 101.80 ± 3.87 by Science Students. The F value between Arts, commence and Science college students on Achievement Motivation is observed 1.64 at 117 degree of freedom. The table value of F value is 0.05 = 3.94 and at 0.01 = 6.90 levels of not significance, this null hypothesis is accepted because table value High than calculated value and Alternative hypothesis is rejected. It means that there is no significant difference between Art's, commence and Science students on Achievement motivation.

CONCLUSIONS

- No significant difference between male and female college students on Achievement motivation.
- No significant difference between Urban and Rural college students on Achievement motivation.
- No significant difference between Art's, commence and Science students on Achievement motivation.



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