

A STUDY OF ACHIEVEMENT MOTIVATION IN RELATION TO GENDER AND AREA OF RESIDENCE

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1 Abstract

In present research achievement motivation was studied in relation to gender and residence. For this, 40 female students and 40 male students from rural area, and 40 female students and 40 male students from urban area, thus a total of 160 such young students were taken as sample. All the students of the sample were given Dr. Ashwin Janasari's achievement motivation test. Responses of the samples were analysed by Analysis of variance (ANOVA) through SPSS. The conclusion of the research was found that the gender difference in achievement motivation is statistically not significant, but there is a significant difference in achievement motivation in the residential area. Achievement motivation is mostly seen more in urban youth than rural youth.

2 Introduction:

Human life is very dynamic. He does physical activities from birth and As he grows up, his mental development takes place. Since then, the mental components starts to effect on him.

Different types of inspiration of human life drives his life, gives him the inspiration to move forward. Motivation has different meanings which many psychologists explain in their own way.

1. Motivation means that there is a specific internal condition that stimulates and enhances our tendencies.

J.P.Greenford

2. Motivation i.e. the behavior arising out of internal need and that leads to the satisfaction of it is called motivation.

3. Motivation is the process of initiating and regulating action.

3 Achievement Motivation :

Achievement Motivation was first rendered in America. Achievement motivation is personal in nature and the underlying goal is attainable. The motivation to work for any kind of achievement is called achievement motivation.

The biggest feature of achievement motivation is that people with such motivation have very high aspiration level. Such people go strongly with desired success and concerned work .

The theory of achievement motivation was propounded by David C. McClelland in 1961 in his book 'The Achieving Society'. He believed that a person's wrong beliefs and attitudes determine his achievement. Therefore, there is a difference in the achievement motivation of different person.

A J. W. Erkinson and Haider : Achievement motivation is a hidden feature that becomes apparent in direct effort only when one sees his work as a means to achieve something personally.

B McDavid and Harari : Achievement motivation is a system of psychological guidance in which human action potential is related to aggression and dominance.

The theory of achievement motivation was developed by a psychologist named McClelland. McClelland's three components of human motivation have been described, one of them is achievement motivation. According to him there are three social motivations in human beings (1) Achievement Motivation (2) Affiliation Motivation (3) Power Motivation.

4 Literature Review

Ashwin (2006)

Title: A study of achievement motivation of the secondary school students with reference to gender and occupation of the father

Sample- 120 students of Ahmedabad school 60 boys 60 girls

Conclusion: Achievement motivation was higher in the children of a professional father than in the children of a working father.

Chelav iDhruva (2007)

Title: Measurement of achievement motivation of class 9 students according to gender and father's occupation.

Sample: 60 students 30 boys 30 girls

Conclusion: There is no difference in achievement motivation of boys and girls.

A study by Marbon, A. B. (2013) indicates that the majority of secondary student of national Blor, i.e. Student from far reaching areas, have only an average level of achievement.

5 Problem of the Study :

A Study of Achievement Motivation in relation to Gender and Area of Residence.

• **Objectives:**

1. To study and compare means scores of male and female college going students in relation to achievement motivation.
2. To study and compare means scores of urban and rural college going students in relation to achievement motivation.
3. To study interaction effect between gender and area of residence of college going to students in relation to achievement motivation

6 Hypothesis:

1. There is no significant difference between male and female college going students in relation to achievement motivation.
2. There is no significant difference between urban and rural college going students in relation to achievement motivation.
3. There is no significant interaction effect between gender and area of residence of college going students in relation to achievement motivation.

7 Variables:

- ↳ Independent Variable:
- (1) Gender: Girls and Boys
 - (2) Residential area: Rural and Urban
- ↳ Dependent Variable:
- (1) Achievement motivation

8 Sample:

In the present research, a total of 160 students have been selected in the form of a non-probabilistic purposive sample, which can be represented in the form of table as follows.

	Rural	Urban	Total
Male	40	40	80
Female	40	40	80
Total	80	80	160

9.Tools:

For data collection Achievement Motivation test by Ashwin Ansari was used.

10.Procedure:

160 college students have been selected by non probability sampling method. After establishing the repo achievement motivation test was administered to the selected students. After compilation of data collection scoring was done as per the scoring key of the manual of the test.

11.Statistical Analysis:

To find out the main and interaction effect of two variables such as gender and area of residence two way analysis of variance was used. Each hypothesis tested on 0.01 and 0.05 level of significant.

12.Results and Discussion :

**Table No.1
Dependent Variable: Achievement Motivation**

Source of variation	Sum of squares	df	Mean Square	F	Level of Sig.
Gender	28.900	1	28.900	.125	NS
Area	5062.500	1	5062.500	21.856	0.01
Gender×Area	731.025	1	731.025	3.156	NS
Error	36134.550	156	231.632		
Corrected Total	41956.975	159			

Table No.2

The means scores of achievement motivation of gender and area of residence of college going students

Gender	Area	Mean
Male	Urban	26.4250
	Rural	10.9000
	Total	18.6625
Female	Urban	21.3000
	Rural	14.3250
	Total	17.8125
Total	Urban	23.8625
	Rural	12.6125
	Total	18.2375

Table No. 1 shows that the F ratio of Gender is 0.125 which is not significant. So, the null hypothesis “there is no significant difference between male and female college student in relation to achievement motivation” is accepted. The means scores of achievement motivation among male is 18.66 and means scores of the female is 17.81. Results indicate that significant difference was not found between male and female college going students in relation to achievement and motivation.

F ratio of Area of residence 21.856 which is significant at 0.01 level. So, the null hypothesis “there is no significant difference between urban and rural college student in relation to achievement motivation” is rejected. The means scores of achievement motivation among urban students is 23.862 and means scores of the rural students is 12.612. Results indicate that significant difference was found between urban and rural college going students in relation to achievement and motivation. Here urban college going students have better achievement motivation than rural college going students.

F ratio of Gender and Area of residence 3.156 which is not significant. So, the null hypothesis “there is no significant interaction effect between gender and area of residence in relation to achievement motivation” is accepted. The means scores of achievement motivation among male urban is 26.425, means scores of the male rural is 10.900, means scores of achievement motivation among female urban is 21.300 and means scores of the Female rural is 14.325. Results indicate that significant interaction was not found between gender and area of residence of college going students.

13.Conclusions:

1. Significant difference was not found between male and female college going students in relation to achievement motivation.
2. Significant difference was found between urban and rural college going students in relation to achievement motivation.
3. Significant interaction effect was not found between gender and area of residence among college going students in relation to achievement motivation.

14..References :

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