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Study of achievement motivation across gender

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ABSTRACT

The present study was carried out with the objective to investigate the gender differences and differences across 10th and 12th class students on achievement motivation. The study was carried out on 100 students out of which 50 were from 10th and 50 from 12th class. The sample consisted of students from government schools in region Jammu (J&K). Deo-Mohan Achievement Motivation Scale (DMAMS) developed by Deo and Mohan was administered to the selected sample. The obtained data were analyzed by using mean, S.D. and t-test. Analysis of the results revealed insignificant role of gender and age in achievement motivation of school students across 10th and 12th class students.

Key Words : Achievement motivation, Gender, Age, School children

INTRODUCTION

TAchievement motivation is a widely researched topic in both the fields of psychology and education. According to McClelland, Achievement Motivation is a constant drive to improve one's level of performance, to accomplish success in contention. He also claimed that need for achievement is the result of emotional conflict between the hope to approach success and the desire to avoid failure (Steinmayr and Spinath, 2009) . It is the need "to be somebody", "to understand something", "to know, to be able to do something". Achievement Motivation is actually a strong psychological motive, a desire to excel which is learned and can be fostered among our children by providing them a healthy and congenial atmosphere for their development. The need for achievement evolves gradually as the individual's self evolves.

McClelland's hypothesis that "achievement motivation is in part responsible for economic growth" (1961, p. 36) . has provided the main premises and conceptual framework for studies concerning development and social consequences of *n* Achievement. Since then numerous studies have been conducted and a number of factors have been found to affect the need for achievement. Achievement motivation is an important issue for psychologists and individuals in the field of education because it has been correlated with academic self-concept (Marsh and Ayotte, 2003), academic self-efficacy (Bong and Skaalvik, 2003), personality traits (Mandel and Marcus, 1988), developmental level (Guay *et al.*, 2003), and gender differences (Mandel and Marcus, 1988). Of all the contesting factors age has remained the most unchallenged one, as we learn social need (n.ach) as we grow.

Same cannot be said about the gender as being a determinant of need for achievement. It has remained the most controversial and has given very mixed results. But overall gender differences

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in some social needs are attributed to the difference in socialization of males in females. Socialization essentially represents the whole process of learning throughout the life course and is a central influence on the behavior, beliefs, and actions of adults as well as of children. It includes family, peers, school, culture and media .

Review of literature :

Sex differences in achievement motivation have been studied widely (Meece *et al.*, 2006). Personality and motivation play important roles in explaining sex differences in school attainment (Steinmayr and Spinath, 2008). Many different motivational models have emerged to explain these differences. (Eccles-Parsons *et al.*, 1983; Wigfield and Eccles, 2002). Theoretical models of achievement motivation relate this topic to future student success, learning outcomes, student choices, and student desire to engage in a behavior (Deci *et al.*, 1991).

Elizur and Beck (1994) detected no special tendency for women to score higher than men on affective responses in achievement motive questionnaire.Their results support the view that gender differences in achievement motive are rooted in socialization processes rather than in basic differences between women and men. Adsul *et al.* (2008) investigated the effects of gender, economic background and caste differences on achievement motivation possessed by college students on the basis of societal transformation. Along with other findings male students were found to be having a high achievement motivation while female students having a below average level of achievement motivation. Liu and Zhu (2009) found significant differences in achievement motivations of male and female senior high school students, male students have higher achievement motivations than female students. Nagarathanamma and Rao (2007) found no significant difference between boys and girls with regard to achievement motivation level. Similar findings were reported by Kaushik and Rani (2005).

Oladipo *et al.* (2012) found no significant relationship among gender and need achievement, among other variables like assertiveness and conceptions. Khan *et al.* (2011) found no difference in achievement motivation across gender while investigating on university badminton players. Gupta (2014) found gender difference to be significant for four dimensions of self-concept out of six dimensions considered in the study, however, for academic achievement and achievement motivation, gender difference was not found to be significant. Similar results were found by Singh and Jha (2013). Shekhar and Devi (2012) found significant role of gender and academic majors in achievement motivation of college students. Girls showed more need for achievement as compared to boys.

Wani and Masih (2015) investigated the need for achievement across gender, academic streams and types of school (government and private) and found significant difference in all of them. Results revealed that girls perform better on achievement motivation score.Significant gender differences were discovered which were in favor of girls by Awan *et al.* (2011).

METHODOLOGY

Sample :

In this study we collect the data from100 students, out of which 50 were from 10^{th} class (25 males and 25 females) and 50 were from 12^{th} class (25 males and 25 females) were taken from two government schools in the Jammu region.

Tool :

Achievement Motivation (n-Ach) Scale: Deo-Mohan achievement motivation scale (1985)

was used to measure the achievement motivation of adolescents. The scale has been constructed by Dr. (Mrs.) Pratibha Deo and Asha Mohan in 1985, Hindi and English version. English form of Achievement motivation scale was used in the present study. The scale consisted of 50 items having the distribution as achievement motivation, need for achievement, academic challenge, achievement anxiety, importance of grades, meaningfulness of task , relevance of school/college to future goals, attitude towards education, attitude towards education, work methods, attitude towards teachers, interpersonal relations, individual concern, general interests, dramatics, sports etc. Out of 50 items, 13 are negative and 37 are positive items. The scale is of the self-rating type and can be administered in a group with 5 points to rate *viz.,* always, frequently, sometimes, rarely, never. It has no time limit. The scoring device was simple stencil type having a numerical weightage from 4 to 0 for positive in the above order of rating scale and the reverse of it for the negative items. The scale has test-retest reliability and split-half reliability of .56 and item validity of .54. The reliability coefficients were found to be .69 and .78 for male and female groups, respectively. Cronbach's alpha coefficient for overall male and female was found to be 0.86.

Procedure :

After taking permission from head of the concerned schools, the participants were approached. All participants completed the Deo-Mohan's Achievement motivation scale. A letter describing the overall purpose of study, how data would be utilized and other test taker privileges and rights accompanied the scale. The letter provided participants the opportunity to request information pertaining to the results of the study. The data was collected using the purposive Sampling.

RESULTS AND DISCUSSION

The present study has been conducted to study Achievement Motivation among male and female and two classes (10^{th} and 12^{th}). Test of significance (t-test) was used to calculate the differences (if any) between two groups *i.e.*, between students of arts and science stream and between male and female college students. All the calculations were done manually and were repeated 2 times to ensure the reliability of the results obtained.

Table 1 shows that mean score of females is 138.68 and of males is 140.04 while SD is 15.594 and 18.618. The Results revealed that there is no significant difference between male and female in need for achievement (t=-.396, p>0.05). However the mean score of males students is more than female students.

Table 1 : t-ratio for the significance of difference in males and females on achievement motivation

Category	N	Mean	SD	t-ratio	Level o significance
Female	50	138.68	15.594	-0.396	0.225
Male	50	140.04	18.618		

Table 2 shows that mean of 10^{th} class and 12^{th} class are 141.300 and 137.420 while SD is 19.4225 and 14.348.The mean score of 12^{th} class students is slightly more than that of 10^{th} class, but the difference is not significant.

Table 2 : t- ratio for the significance of difference in 10^{th} and 12^{th} class students

Category	N	Mean	SD	t-ratio	Level of significance
10^{th} class	50	141.300	19.4225	1.136	0.060
12^{th} class	50	137.420	14.348		

Results of the present study indicate no significant difference between the achievement motivation of males and females and between the achievement motivations among 10th and 12th class students. Hence both hypotheses - there is no significant difference between the achievement motivation of male and female students and there is no significant difference between the achievement motivation among 10th and 12th class students are accepted.

This may suggest that the females and males both, very much similarly view themselves as actually achieving and having good attitudes toward school, life, future etc. These results did support existing research in those females and males have no significant difference with regard to achievement motivation level (Nagarathanamma and Rao, 2007).

In summary, the research on gender differences in achievement for males and females has resulted in inconsistent findings. Some researchers have found no difference (e.g., Ligon, 2006), whereas others have found differences (e.g., Vermeer *et al.*, 2000).

Many studies have shown that gender differences in achievement motive are rooted in socialization processes rather than in basic differences between women and men. The sample of the study was from low socio eco. Status families ,where the modes of socialization are usually most prevalent and powerful, so it may not bo too far flung to say that we are in transitional times, in which society is slowly recognizing the role of females and accepting their dreams and ambitions hence, the role of parents and teachers becomes very important here.

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