

Achievement Motivation of Higher Secondary School Students in Context to Their Gender, Mothers' Status and Educational Stream



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Abstract

The purpose of the present study was to investigate the impact of Gender, Mothers' Status and Educational stream of the Higher Secondary school students on Achievement Motivation. The sample comprised of 480, male/240 (working Mothers/120 and Non Working Mother/120) and female/240 (working Mothers/120 and Non Working Mother/120), school students selected from various streams (Arts/Commerce/Science). In each group there were equal numbers of students. Personal data sheet and Achievement Motivation inventory were used to collect required data. Data were analyzed by 2X2X3 ANOVA. Findings of the study revealed that gender, educational streams affect on achievement motivation of school students at.05level. However, mothers' statuses do not differ significantly to achievement motivation of school students. Significant interaction effect on achievement motivation of school students found between gender and stream, mothers' status and stream, and among gender, mothers' status and stream. Whereas, insignificant interaction effect on achievement motivation of school students observed between gender and mothers' status.

Keywords: Achievement Motivation, Gender, Mothers' Status, Educational Stream and Higher Secondary School Students

Introduction

The development of human being and society, from Flintstone era to modern computer era is result of achievement motivation. Achievement motivation is responsible for the progress of individuals, civilization as well as country. Goal oriented motivation is called achievement motivation. Achievement motivation is based on to get success and achieves all our desires in life. Differences in achievement motivation depend on person's own meaning of achievement, desires for success and also fear of failure. Achievement motivation is the basic for successful and better life. It ensures self-motivation and self-respect. A motivated people never escape from problems. They always give their best to solve the problems.

Achievement motivation is one of the most important needs which present in human beings for some degree. Achievement motivation directs and energizes behavior. It effects on people's perceptions of various situations and also their interpretations of their own and other people's behavior. According to Briones (2010), achievement motivation is centered on getting success band achieving all of our goals in life. It drives a person to do efforts and increase mastery in challenging and difficult situation. It is the tendency to do effort for success and select goal related to success or failure tasks.

Achievement motivation is combination of different factors. Desire for success and fear of failure, these two components are related with achievement motivation. Because of our past experiences and personal make up, each of us has mixture of these two components. As a result, there are individual differences in choosing the difficulties of the tasks. For example, the person who has less fear of failure and strong desire for success choose the tasks which are difficult but realistic. Here, there is more possibility for success. On the other side, the person who has high fear of failure and less desire for success choose lower or very difficult goals. Here, there is less possibility for success and he becomes more anxious for achieve these goals. People who have high need for

achievement, persistent and make efforts for achieving goals which they established by themselves.

According to McClelland (1961), achievement motivation is one of the basic reasons behind performance and attitude towards work. Some people are very accurate toward their work while others do not want to make any special effort. He argued that different levels of achievement motivation showed in different societies. He said that achievement motivation can be defined based on two concepts of competition and ambition. Winterbottom (1953) showed that achievement motivation as measured by story completion tasks correlated with parental expectations of their children, obtained from interviewing mothers. Parents of children with high levels of achievement motivation expected their children to achieve developmental tasks earlier and were only more likely to reward their children with affection.

Education is one of the main factors behind the development of any society. Students need to be motivated for being successful in society, relationships and also their careers. We might have observed so many times that the students having more intelligence found less educational achievements. Now days, we have seen that most of the students have less ability to face the problems and failures. Students drop the studies only because little failures in examination. This brings the situation that the student's education discontinues in between. It is one of the major problems. To resolve this problem, we must have to develop the understanding achievement motivation of the students, it is a humble try to study achievement motivation of school students in relation to their gender, working-nonworking mothers and stream. The present research will provide proper guidance and helps to the students for their bright career and better adjustment.

Pratibha Sood (2007) examined the impact of family structure on emotional competence, achievement motivation and coping mechanisms among urban middle class preadolescents. Result indicated that in father absent sample emotional competence was positively and significantly related to achievement motivation and coping strategies. Girls from father absent homes and in the total sample had higher need for achievement as compared to boys. Veena Prajapati (2009) stated that girls had more achievement motivation than boys. Brouse (2010) found that female college/university students had significantly higher levels of achievement motivation than their male counterparts. Elias, Noordin, and Mahyuddin (2010) examined the relationship between achievement motivation, self-efficacy and adjustment with a sample of first-fourth year university students in Malaysia. Result showed that there was a significant and positive correlation between self-efficacy and achievement motivation. Rama and Nimla Devi (2011) found that the achievement motivation of rural and urban students differed significantly from one another. Neha Acharya and Shobhna Joshi (2011) investigated the relationship between achievement motivation and parental support and to examine the

gender differences in parental support. The sample for the present study consisted of 500 adolescents in the age group of 16 to 18 years from Varanasi city who were enrolled in class 11th and 12th. The results indicated a positive correlation between achievement motivation and parental support. Girls were sensitive to parental support as compared to boys. The study revealed that parental support for their children seems to have a strong influence on achievement motivation. Ashwin Jansari (2012) examined the relationship of student's achievement motivation with gender, father's occupation and mother's education. The sample comprised of 120 secondary students of Ahmedabad city of Gujarat. The result revealed that girls had more achievement motivation compared to boys. The students whose fathers doing service had more achievement motivation compared to businessmen. K.Velmurugan and V. balakrishnan (2013) investigated the achievement motivation of higher secondary students in relation to locality and type of family. 600 students were taken as sample from Ariyalur and Perambalur districts in Tamil Nadu. The result of the study revealed that there was no significant difference between the rural and urban school students in their achievement motivation. Also, it was inferred that there was no significant difference between the general stream higher secondary students coming from joint family and nuclear family in their achievement motivation. Maheswari and Aruna (2016) found that there is significant difference between the genders of the respondents with regard to their achievement motivation. Anitha and Jebaseelan (2018) found there is a significant difference between the gender and the overall achievement motivation score. Concerning the dimensions, there is high significant difference between the gender and the Academic motivation, importance of Grade and marks, meaningfulness of tasks, Attitude towards education and teacher, interpersonal relation and the gender (male or female). And girls are highly motivated than boys in academics. Devakumar (2018) studied gender differences in achievement motivation and academic self-concept of SSC board students. It was found that there was significant difference in achievement motivation scores where the girls scored higher than the boys. Rani Pretty and Reddy Geetha (2019) examine the gender related differences and differences across academic majors on achievement motivation among adolescent students. Significant difference was found between the achievement motivation of sciences and arts stream students and achievement motivation among male and female college students.

Objective of the Study

To explore the main and interaction effect of gender, mothers' status and stream of students on achievement motivation.

Hypotheses

1. There is no significant difference between the mean scores of achievement motivation of male and female students.

2. There is no significant difference between the mean scores of achievement motivation of students of working and non-working mothers.
3. There is no significant difference among the mean scores of achievement motivation of arts, commerce and science students.
4. There is no significant interaction effect between gender and working-nonworking mothers of students in relation to their score of achievement motivation.
5. There is no significant interaction effect between gender and stream of students in relation to their score of achievement motivation.
6. There is no significant interaction effect between working-non working mothers and stream of students in relation to their score of achievement motivation.
7. There is no significant interaction effect among gender, working-nonworking mothers and stream of students in relation to their score of achievement motivation.

Method

Participants

The sample size was 480 Higher secondary school students, comprising of 240 Male and 240 Female students of higher secondary school students having from different professional status of mothers working 240 (Male/120, Female/120) and Non working 240 (Male/120, Female/120). Participants were selected from different from various educational streams (Arts/Commerce/Science). In each group there were equal numbers of students. All were taken from various Gujarati medium higher secondary schools of Ahmadabad city of Gujarat state.

Instruments:

Achievement Motivation Inventory (AMI) by Ashwin Jansari (2007)

This Achievement Motivation Inventory (AMI) is developed on the basis of Mehta's (1969) inventory. Only 15 to 20 minutes are required to administrate this inventory. This Inventory can be administrated individually. It can also give in group of 30-40 subjects. It is also self-administrated. There are 25 items in this inventory. Each item has 6 options, from which two are related with Achievement Imagination (AI), two are related with Task Imagination (TI) and two are related with Unrealistic Imagination (UI) (Jansari, 2006). The minimum score of this achievement motivation inventory is zero (0) and maximum score is 50.

Procedure

In order to fulfill the objectives of the study, the researcher has selected 480 Higher secondary school students. Higher secondary school students were contacted through reference of the particular principal of the school, Students were Purposively selected from Various Higher secondary school of Ahmedabad. After the sample selection each Participants who expressed interest to participate in the study were approached by the researcher and explained purpose of the study to participants and also informed that their information will be used for the research purpose only and it will remain confidential. After establishing rapport, Achievement Motivation

Inventory was administrated to every subject. Data collected using self report format of data collection at participant's convenience. The whole procedure was done in Gujarati language. The responses of inventory have scored as per scoring key. The obtained data from 480 subjects were analyzed with the help of ANOVA.

Results and Discussion

In order to examine the Main and Interaction effect among Gender, Mothers' status and Streams of Higher secondary school students ANOVA was conducted.

Table: 1 Showing Results of ANOVA on Score of Achievement Motivation of Various Groups

Source of Variance	Sum of Square	DF	Mean Square	F
A Gender	47.89	1	47.89	9.66*
B Mothers' Status	18.76	1	18.76	3.78NS
C Stream	86.67	2	43.335	8.74*
A X B	8.32	1	8.32	1.68NS
A X C	287.88	2	143.94	29.02*
B X C	78.78	2	39.39	7.94*
A X B X C	543.11	2	271.56	54.75*
SSW	2323.1	468	4.9639	
TOTAL	3394.5	479		

*P<.05, NS=Not Significant

Examining the Table 1, it is evident that that in case of main effect, 'F' ratio of 9.66 for gender is significant at 0.05 levels. So, the null hypothesis 1 is rejected. The mean score of male students is 18.81 and the mean score of female students is 21.66. So, it can be concluded that score of achievement motivation of female students is higher than male students by getting high mean score. Now days, social attitude has changed toward women. This change encourages women for choosing their career. Women are working in different fields like sports, journalism, administration, media, pilots, politics and education. Today women are president, doctor, engineer, corporate, police and also prime minister which were once considered for men only. Women do multiple roles of daughter, wife, mother and also employee. They are justifying their roles in family and also in different fields of social and professional. These changes inspire women's self-development and achievement motivation. So, female students have high achievement motivation than male students. Pratibha Sood (2007), Veena Prajapati (2009), Brouse (2010), Ashwin Jansari (2012), Anitha and Jebaseelan (2018) and Devakumar (2018) indicated that female students have high achievement motivation than male students. It can be seen from the table 1 that in case of main effect, 'F' ratio of 3.78 for mothers' status is not significant at 0.05 levels. So, the null hypothesis 2 is accepted.

Data inserted in Table 1 reveals that in case of main effect, 'F' ratio of 8.74 for stream is significant at 0.05 levels. Thus, null hypothesis 3 is rejected. The mean score of arts students is 17.12, commerce students is 19.19 and science students is 24.39. So, it can be concluded that score of achievement motivation of science students is higher than arts and commerce students by getting high mean score.

Achieving goal is the important characteristic of science stream students. As the subjects are tough and chances of success is less as compared to other stream subjects and hence, there is a great reward behind it or the motivation value is higher. To achieve this value a student needs great achievement motivation behind it. After getting success, they will get better jobs, salary, increment and post. This is what the student needs after completion of his or her study. So, science students have high achievement motivation than arts and commerce students. It can be seen from the table 1 that in case of interaction effect, 'F' ratio of 1.68 for gender and mothers' status is not significant at 0.05 levels. So, the null hypothesis 4 is accepted.

Table 1 revealed that in case of interaction effect, 'F' ratio of 29.02 for gender and stream is significant at 0.05 levels. So, the null hypothesis 5 is rejected. The mean score of arts male students is 16.58, arts female students is 17.66, commerce male students is 16.25, commerce female students is 22.14, science male students is 23.60 and science female students is 25.19. So, it can be concluded that score of achievement motivation of science female students is higher than the rest students by getting high mean score. As we see above discussion that female are more conscious for their education, career and their earning freedom. They want to prove themselves. They got admission in science stream is only because of their dedication and hard work toward their work and study. So, science female students have high achievement motivation than other students.

It can be seen from the table 1 that in case of interaction effect, 'F' ratio of 7.94 for mothers' status and stream is not significant at 0.05 levels. So, the null hypothesis 6 is rejected. The mean score of arts students of working mothers is 16.63, arts students of non-working mothers is 17.61, commerce students of working mothers is 19.58, commerce students of non-working mothers is 18.81. Science students of working mothers is 24.78, science students of non working mothers is 24.01. So it can be concluded that score of achievement motivation of science students of working mothers is higher than the rest students by getting high mean score. Generally working mothers have high education than non-working mothers. Working mothers can teach their children as they have better knowledge. Because of their educational background their children select high stream of education. As we see above discussion that science students have high achievement motivation.

It is observed from table 1 that in case of interaction effect, 'F' ratio of 54.75 for gender, mothers' status and stream is significant at 0.05 levels. So, the hypothesis no. 7 is rejected. The mean score of arts male students of working mothers is 16.68, arts male students of non-working mothers is 16.48, arts female students of working mothers is 16.58, arts female students of non-working mothers is 18.75, commerce male students of working mothers is 15.65, commerce male students of non-working mothers is 16.85, commerce female students of working mothers is 23.50, commerce female students

of non-working mothers is 20.78, science male students of working mothers is 22.53, science male students of non-working mothers is 24.68, science female students of working mothers is 27.03 and science female students of non-working mothers is 23.35. So, it can be concluded that score of achievement motivation of science female students of working mothers is higher than the rest students by getting high mean score. Generally, mother is a role model especially for her daughter. She observed that her mother is doing job, earning money and also manage the house work. She also wants to become like her mother. As we see above discussion that girls are more conscious for their career than boys. In the present time, girls can set a high standard for goals and can do hard work to achieve those goals. They select high stream in education and make their high career. We see that in exams and high standard jobs count of girls is higher than boys. So, science female students of working mothers have high achievement motivation than the rest students.

Conclusion

In the light of findings it can be concluded that gender, educational streams affect on achievement motivation of School students at 0.05 level. However, mothers' status do not differ significantly to achievement motivation of school students. Significant interaction effect on achievement motivation of School students found between gender and stream, mothers' status and stream, and among gender, mothers status and stream. Whereas, insignificant interaction effect on achievement motivation of School students observed between gender and mothers' status.

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