

Effect of Achievement Motivation on Personality Traits of Students

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ABSTRACT

An *objective of the study*: To investigate the effect of achievement motivation on personality traits (Openness to experience, Conscientiousness, Extraversion, Agreeableness and Neuroticism) students. *Hypothesis*: There is no significant difference in the high and low achievement motivation students in relation to their personality traits (Openness to experience, Conscientiousness, Extraversion, Agreeableness and Neuroticism). *Sample*: The sample size of the study is 100 belonging to Aurangabad, which includes college student. Scrutiny test is applied on students divided for 50 high achievement motivation students and 50 low achievement motivation students. The age range of subjects is 18-25 years. Tools deo-mohan achievement scale. Personality Traits Inventory (NEOPI): This test is developed and standardized by Costa and McCrae for measuring personality characteristics (Openness to experience, Conscientiousness, Extraversion, Agreeableness and Neuroticism). Variable Independent variable Types of achievement motivation: i) High ii) Low Dependent Variable personality traits (Openness to experience, Conscientiousness, Extraversion, Agreeableness and Neuroticism) *Conclusions* 1. High achievement motivation students had significantly high Openness to experience, Conscientiousness, Extraversion and Agreeableness than the low achievement motivation students. 2. Low achievement motivation students had significantly high Neuroticism than the high achievement motivation students.

Keywords: Achievement, Motivation, Personality, Students

Achievement in a person's life can be meaningfully viewed, as a process over time, in which, a whole series of inter-related activities and their consequences combine to produce a judgment, either by a person or by others, concerning accomplishments in life. The factors that result in achievement are many and varied, but it is widely assumed that one of the primary elements in all fields of achievement is motivation. In times of ever-changing demands of vocation and everyday life, a high motivation to learn is a fundamental requirement. Over the past two decades, there has been an increasing emphasis on the importance of the role of personality variables in academic performance.

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Effect of Achievement Motivation on Personality Traits of Students

How personality relates to achievement represents a complex issue, and the relationship between personality and motivation remains the focus of much research (e.g., Judge & Ilies, 2002). Relatively few studies, however, focus on describing the link between personality and the various dimensions that underlie achievement motivation.

Establishing and understanding the nature of the relationship between personality and achievement motivation represents an expanding area of research. For example, Paspalanov (1984) found a positive relation between achievement motivation and both extraversion and neuroticism; whereas Heaven (1990) found that achievement motivation was positively related to extraversion, but was inversely related to neuroticism. Conflicting results could be due partly to the complexity of achievement motivation. Achievement motivation was identified by Atkinson and Feather (1966) as a socially acquired as opposed to biologically-based motive, and there has been a continuing controversy whether achievement motivation is a single dimension or a multidimensional construct. An example of dimensional complexity is evident in Ross, Rausch, and Canada's (2003) finding that agreeableness was positively related to one aspect of achievement orientation (i.e., cooperation), but was inversely related to another (i.e., hyper-competition).

Cassidy and Lynn (1989) developed a measure of achievement motivation consisting of seven dimensions, each of which had some support in the literature and each is outlined below. Cassidy and Lynn referred to pursuit of excellence as an individual's desire to work to the best of their own ability in an effort to attain a personally defined standard of excellence. Work ethic refers an individual's desire to work hard, because the intrinsically reinforcing nature of the work itself. Status aspiration refers to an individual's desire to climb the "social ladder" in an effort to gain power and dominance over others. Competitiveness refers to an individual's desire to compete with and outperform others in an activity. Acquisitiveness for money and material wealth refers to the motivating aspects of money and other material objects. Mastery refers to an individual's desire to solve difficult, challenging problems, whereas Dominance refers to an individual's motivation resulting from a desire to hold a position of authority.

The present study sought to further clarify the relationship between the Big Five personality traits and achievement motivation. The Big Five Inventory (John & Srivastava, 1999) was used to measure agreeableness, conscientiousness, extraversion, openness to experience, and neuroticism. To provide a more parsimonious explanation of the relationship between the Big Five personality traits and achievement motivation, Cassidy and Lynn's seven scale achievement motivation scale was collapsed into intrinsic and extrinsic motivation measures. Not only does this approach have intuitive and psychometric appeal, researchers often use an intrinsic – extrinsic dichotomy when describing motivation in a wide range of contexts (Ryan & Deci, 2000; Sansone & Harackiewicz, 2000). Extrinsic motivation refers to the desire to work toward a goal in order to attain some external reward or compensation; whereas intrinsic motivation refers to the desire that comes from within the person to work toward a goal. The four factors that

Effect of Achievement Motivation on Personality Traits of Students

comprise the extrinsic achievement motivation (EAM) dimension are consistent with the description of extrinsic motivation, as they all emphasize some form of external reward (e.g., money or praise). In contrast, the three factors that comprise the intrinsic achievement motivation (IAM) dimension emphasize working for work's sake.

An objective of the study:

- To investigate the effect of achievement motivation on personality traits (Openness to experience, Conscientiousness, Extraversion, Agreeableness and Neuroticism) students.

Hypothesis:

- There is no significant difference in the high and low achievement motivation students in relation to their personality traits (Openness to experience, Conscientiousness, Extraversion, Agreeableness and Neuroticism).

METHODS

Sample:

The sample size of the study is 100 belongs to Aurangabad, which includes college student. Scrutiny test is applied on students divided for 50 high achievement motivation students and 50 low achievement motivation students. The age range of subjects is 18-25 years.

Tools

1) Deo-Mohan Achievement Motivation Scale

The items in the scale evolved achievement imagery related to known achievement experiences of the respondents in comprehensive and accessible language. Final form of the scale comprised of 50 items having five options for rating that is always, frequently, sometimes, rarely and never, out of which 13 items are negative with numerical values 0 to 4 and 37 items are positive with numerical values 4 to 0 respectively.

2) Personality Traits Inventory (NEOPI - 2003):

This test is developed and standardized by Costa and McCrae for measuring personality characteristics (neuroticism, extraversion, openness to experience, agreeableness and conscientiousness). The test consisted of 90 items. Five alternatives of this test e.g. strongly disagree, disagree, neutral agree and strongly agree. The internal consistencies reported in the manual were: N= .79, E= .79, O= .80, A= .75, C= .83. And validity is Self-Directed Search (a personality inventory developed by John L. Holland for careers work), Artistic is correlated with the NEO facet Aesthetic at 0.56, Investigative is correlated with the NEO facet Ideas at 0.43, and Social is correlated with the NEO facet Tender-mindedness at 0.36

Variable

Independent variable-

- 1) Types of Achievement Motivation: i) High ii) Low

Effect of Achievement Motivation on Personality Traits of Students

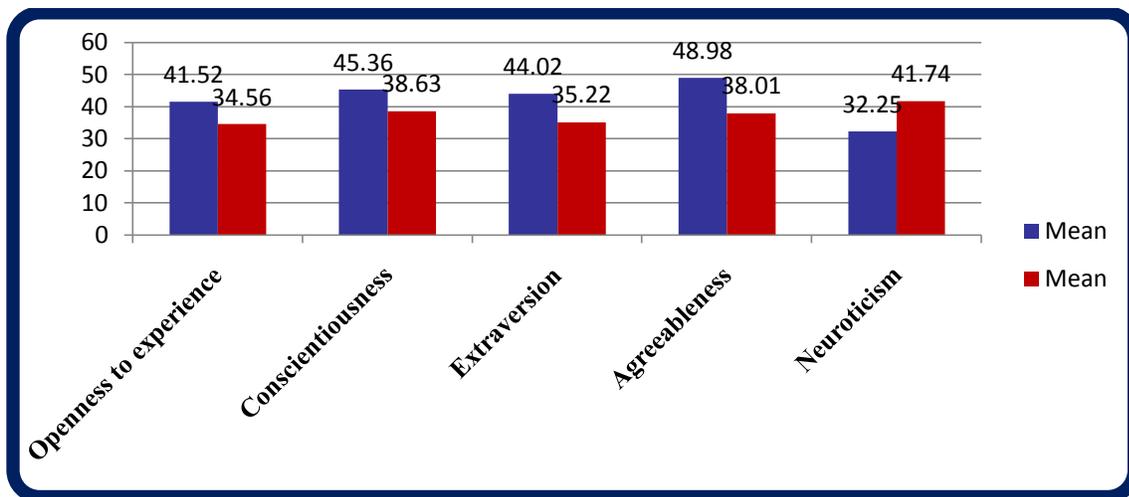
Dependent Variable

- 1) Personality Traits
- 1) Openness to experience
- 2) Conscientiousness
- 3) Extraversion
- 4) Agreeableness
- 5) Neuroticism

STATISTICAL ANALYSIS AND DISCUSSION

Mean Std. Deviation, Std. Error and t value of high and low achievement motivation students dimension Personality Traits.

Dimension	High			Low			DF	t
	Mean	SD	SE	Mean	SD	SE		
Openness to experience	41.52	5.23	0.74	34.56	4.11	0.58	98	7.40**
Conscientiousness	45.36	3.45	0.49	38.63	3.74	0.53	98	9.35**
Extraversion	44.02	4.51	0.64	35.22	5.66	0.80	98	8.60**
Agreeableness	48.98	5.20	0.73	38.01	4.58	0.64	98	11.19**
Neuroticism	32.25	4.15	0.59	41.74	4.61	0.65	98	10.82**



From the above table, for the Openness to experience mean score obtained for high achievement motivation student is 41.52 and low achievement motivation student is 34.56. The obtained t value 7.40 with a df of 98 was found to be statistically significant. However, based on the mean scores, it found that high achievement motivation student had significantly high Openness to experience than the low achievement motivation student.

For the Conscientiousness mean score obtained for high achievement motivation student is 45.36 and low achievement motivation student is 38.63. The obtained t value 9.35 with a df of 98 was

Effect of Achievement Motivation on Personality Traits of Students

found to be statistically significant. However, based on the mean scores, it found that high achievement motivation student had significantly high Conscientiousness than the low achievement motivation student.

For the Extraversion mean score obtained for high achievement motivation student is 44.02 and low achievement motivation student is 35.22. The obtained t value 8.60 with a df of 98 was found to be statistically significant. However, based on the mean scores, it found that high achievement motivation student had significantly high Extraversion than the low achievement motivation student.

For the Agreeableness mean score obtained for high achievement motivation student is 48.98 and low achievement motivation student is 38.01. The obtained t value 11.19 with a df of 98 was found to be statistically significant. However, based on the mean scores, it found that high achievement motivation student had significantly high Agreeableness than the low achievement motivation student.

For the Neuroticism mean score obtained for high achievement motivation student is 32.25 and low achievement motivation student is 41.75. The obtained t value 10.82 with a df of 98 was found to be statistically significant. However, based on the mean scores, it found that high achievement motivation student had significantly high Neuroticism than the low achievement motivation student.

Academic achievement has always been considered to be a very important factor in the educational life of an individual, because good academic record over years predicts future success of a person. Education is unique investment and academic achievement is a vital aspect of it. Personality plays very important role in academic achievement.

CONCLUSIONS

- 1) High achievement motivation students had significantly high Openness to experience, Conscientiousness, Extraversion and Agreeableness than the low achievement motivation students.
- 2) Low achievement motivation students had significantly high Neuroticism than the high achievement motivation students

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Conflict of Interests

The author declared no conflict of interests.

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