

Investigation of Relationship between Arts and Commerce College Students on Achievement Motivation

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ABSTRACT

Educational psychology is considered as an important branch of modern psychology. In it the study of behavior of a child to an old man is done scientifically in context of his learning environment. Psychiatrists study behavior of individuals with the aim of alleviating mental disorders. Anthropologists study the behavior of men in different cultures. All seek to understand and predict behavior. Psychology is only one of many areas of science which are concerned with the study of behavior and psychologists study many aspects of behavior that are also studied by other disciplines. The purpose of this study was to explore the relationship between Arts and Commerce college student on his achievement motivation in this research paper. Achievement Motivation inventory was used. The random sample (N=133) was taken from college. (69 Arts And 64 Commerce). “t” Test was calculated to find out the result. The “t” value of Achievement Motivation between Arts and Commerce college student comes to 1.30 which is in significant at 0.05 levels. This shows that, there is no significant difference between Arts and Commerce College students On Achievement Motivation. The detail results are indicating in the paper.

Keywords: *Investigation, Relationship, Arts, Commerce, Students, Achievement, Motivation*

Many branches of science other than psychology attempt to explain behavior by formulating hypotheses and testing them, and many of the interests evidenced by psychologists in their theories and research are exactly like those of scientists in other areas. Physiologists study men and animals to understand their basic physiological mechanisms. Psychiatrists study behavior of individuals with the aim of curing mental disorders. Anthropologists study the behavior of men in different cultures. All seek to understand and predict behavior. Psychology is only one of many areas of science which are concerned with the study of behavior and psychologists study many aspects of behavior that are also studied by other disciplines.

The motivation model of McClelland postulates that effect is conditioned to stimuli by mere association. The more frequently pleasure or unpleasure is associated with neutral stimuli, the stronger will be the association formed and the more likely it is that this formerly neutral stimulus will evoke effect in the future.

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McClelland's achievement is currently assessed through a written test given in one of several forms. Subjects are asked to write creative stories based on stimuli which are sufficiently ambiguous to allow many possible interpretations. After the stories are written, they are scored on the basis of the amount of "achievement imagery" in the stories. It is assumed that the stories reflect the motives of the writers. Projective technique is the generic term for tests which result in subjects revealing things of theoretical interest about themselves through stories created as a result of ambiguous or unstructured stimuli allowing various interpretations. The McClelland system for measuring motivation is objectified to allow a minimum of subjective evaluation. One of the techniques used by the McClelland group to measure motivation stems from the earlier work of Murry.

OBJECTIVES

- (i) To measure Arts students Achievement Motivation.
- (ii) To measure Commerce students Achievement Motivation.
- (iii) To find out the relationship between Arts and Commerce college students Achievement Motivation.

METHODOLOGY

SAMPLE:

The sample of the present study consisted of 69 Arts and 64 Commerce college students (Total sample: 133). They are randomly selected from college students.

TOOL:

Achievement Motivation, Constructed and Standardized by Dr. Ashwin Jansari (2006) to measure the Achievement Motivation of schools and colleges students. The split-half Reliability and Test Re-Test Reliability is shown 0.72 and 0.63 respectively. (N=120). Validity of test with *Thematic Apperception Test* (TAT).is shown 0.54 (N=50). The scale consists of 25 items.

HYPOTHESES:

There is no significant difference between Arts and Commerce College students On Achievement Motivation.

PROCEDURE:

The data collected in small groups in the classroom situation. During the testing session respondents were instructed in brief about the purpose of investigation. They were instructed to read the items carefully and to put a tick mark before one of the items. According to their selected opinion and one by one calculate row scores of all forms and find out MEAN, SD and t-Value of respondents.

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RESULTS:

The finding of the study on problem of relationship between Arts and Commerce college students on Achievement Motivation. The results are given bellow.

TABLE: MEAN, SD and “ t ” Value of Arts and Commerce College Students.

Sr.No	Group	N	Mean	SD	df	“t” Value	Sig.Level
01	Arts	69	16.51	10.34	131	1.30	NS*
02	Commerce	64	18.67	8.79			

(N=133)

*NS = Not Significant. Table Value.=1.98
Level of Significant.=0.05 Calculated t = 1.30

DISCUSSION:

According to the table, the mean scores of Achievement Motivation between Arts and Commerce college students are 16.51 and 18.67 respectively. The “ t ” value difference between Arts and Commerce college students are 1.30, which is not significant at 0.05 level. The table value is 1.98 at 131 df. Therefore the null hypothesis is accepted. Therefore it can be said that there is no significant difference between mean scores of Achievement Motivation between Arts and Commerce college students.

The “ t ” - Value of 1.30 is not significant at 0.05 level of significance. It means that there is no significant difference between Arts and Commerce College student on Achievement Motivation, Hence the formulated hypothesis is that there is no significant difference between Arts and Commerce College student on Achievement Motivation is accepted. The difference between two mean scores was insignificant. So it was concluded that there was no significant between Arts and Commerce College students.

CONCLUSIONS:

In the present study there is no significant difference between Arts and Commerce College student on Achievement Motivation. It shows that Faculty (Arts and Commerce) does not play any significant role so far as Achievement Motivation is concerned.

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