

Impact of Gender and Social Support on Achievement Motivation among Adolescents

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ABSTRACT

An attempt was made in the present investigation to study the impact of gender and social support on achievement motivation among adolescents. Sample of the present study consists of 120 adolescents in Chittoor of Andhra Pradesh State. Perceived Social Support was developed by Zimet, Dahlem and Farley (1988) and Achievement motivation scale was developed by Asha Mohan Prathibha Deo and (1985) were used to collect the data. A 2X2 factorial design was employed. ANOVA was used to analyse the data. Findings of the study revealed that gender and social support have significant impact on achievement motivation among adolescents.

Keywords: *Social Support, Achievement Motivation, Gender and Adolescents.*

Adolescence is one of the important periods of life. It is characterized by innumerable and unique motivation defined as the driving force behind all the actions of an individual. Motivation is based on emotions and achievement goals related. They are different forms of achievement motivation i.e., including extrinsic, intrinsic and psychological and also more negative forms of achievement motivation refer as the need for success or the attainment of excellence.

Social Support

The word “social support” is often used in a broad sense and social integration. However, social integration refers to the quantity and structure of social relationships, Such as the size and density of networks and the frequency of interaction. Social support is the function and quality of social occurs through an interactive process and altruism, a sense of obligation and the perception of reciprocity.

Social support is one of the most important roles of social relationships. Social support is commonly categorized into four types of behaviours i.e., (a).Emotional, (b). Instrumental, (c). Informational and (d). Appraisal.

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Received: August 02, 2019; Revision Received: September 29, 2019; Accepted: September 30, 2019

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Generally, social support is the perception or experience that one's loved and affection by others as well as esteemed and valued and also part of a social relations for mutual assistance and obligations" by Taylor (2007).

Achievement Motivation

Achievement motivation has been refers an extended, intrinsic motivation showing a pattern of actions, planning and feelings connected with striving to achieve some standards of excellence of persons and also achievement has been regarded as an individual's personality an affective person's behaviour. It is also regarded as a learned motivation.

Motivation is one of the important factors affecting human behaviour. The level of motivation not only affects perception and learning and the total performance of the individuals in working environment. The word motivation is derived from Latin word "motivare" which means "to move". All of us will agree that humans have certain needs. Needs may be physiological or psychological and demand gratification.

Good (1959) has defined motivation, "as the process of assuming, sustaining and regulating activity". Atkinson (1964) also defined "the word motivation is the arousal of tendency to act and to produce once or more effects".

REVIEW OF LITERATURE

Beata Zitniakova-Gurgova (2007) investigated that the influence of gender on achievement motivation of students. The results revealed that confirmed assumptions about gender differences in all measured variables. Also Adsul and Kamble (2008) showed that there is a significant difference between male have high achievement motivation than female. Sita Chetri (2014) revealed that no significant difference in achievement motivation with regard to gender and locale, but significant difference in relation to management. Also results showed that significant relationship between achievement motivation and academic achievement. Cirik (2015) studied the relationship among social support, motivation and science achievement: structural equation modeling. According to the structural models obtained, the effects of social support on science achievement and motivation, as well as the effects of social support and achievement motivation were found to positive and significant. Srivastava and Naveen Pant (2015) found that social support and achievement motivation were higher in female when compared to male. Therefore, female have more social support and showed high achievement motivation. Cristina Costa-Lobo et al., (2018) investigated the effect of social support on the academic motivation of students. The results showed that social support does not have a significant impact on academic motivation.

Objective

1. To find out the impact of gender and social support on achievement motivation among adolescents.

Hypotheses

1. There would be significant impact of gender on achievement motivation among adolescents.
2. There would be significant impact of social support on achievement motivation among adolescents.

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Sample

A sample of 120 adolescents was selected randomly and administered “Social Support Scale and Achievement Motivation Scale”. The subjects were in the age group of 15-30 years and using stratified random sampling method.

Variables Studied

In the light of the hypotheses formulated, the following variables are studied.

Dependent Variable

1. Achievement Motivation

Independent Variables

1. Gender
2. Social Support

Tools

(a). Assessment of Social Support Questionnaire: Perceived Social Support was developed by Zimet, Dahlem and Farley (1988) which consists of 12 items was used. (b). Assessment of Achievement Motivation Scale: Achievement Motivation Scale was developed by Prathibha Deo and Asha Mohan (1985) which consists of 50 items was used in the present study.

Research Design

As there are two independent variables i.e., Gender (boys and Girls), Social Support (Poor and Good) each variable is divided in to two categories, a 2×2 factorial design was employed in the present study.

Statistical Analysis

The obtained data was analyzed statistically in order to test the hypotheses using Means, SDs and Analysis of Variance (ANOVA).

RESULTS AND DISCUSSION

Table-I: Means and SDs for scores on achievement motivation among adolescents.

Social Support		Gender	
		Boys	Girls
Poor	Mean	140.09	144.25
	SD	22.23	25.04
Good	Mean	142.90	152.23
	SD	23.85	24.61

Grand Means

Boys = (M:141.50)

Poor Social Support = (M :142.17)

Girls = (M:148.24)

Good Social Support = (M:147.56)

A close observation of table-I shows that the adolescent girls with good social support obtained a high score of 152.23 indicates that their high achievement motivation compared to other groups. Adolescent boys with poor social support obtained a low score of 140.09 indicates that their low achievement motivation compared to other groups.

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In terms of gender, girls (M=148.24) have high achievement motivation than the boys (M=141.50). In terms of social support, subjects with good social support (M=147.56) have high achievement motivation than the subjects with poor social support (M=142.17).

As there are differences in the mean scores with regard to the achievement motivation among adolescents, the data were further subjected to analysis of variance to find out the differences between the groups are significant or not, and the results are presented in table-II.

Table-II: Summary of ANOVA for scores on achievement motivation among adolescents.

Source of Variance	Sum of Squares	df	MSS	F-Values
Gender (A)	905.265	1	905.265	7.73**
Social Support B)	813.124	1	813.124	6.94**
(A x B)	629.130	1	629.130	5.37 *
Within	7106.153	116	117.023	--
Total	9453.672	119	--	--

** - Significant-0.01 level

* - Significant at 0.05 level

Hypothesis-1: There would be significant impact of gender on achievement motivation among adolescents.

It is evident from table-II that the obtained 'F' value of 7.73 is significant at 0.05 level indicates that gender has significant impact on achievement motivation among adolescents. As the 'F' value is significant, the hypothesis-1, which stated that gender has significant impact on achievement motivation among adolescents, is accepted as warranted by the results. Girls (M=148.24) have high achievement motivation than the boys (M=141.50). The results of the present study corroborate with the earlier findings of Beata Zitniakova-Gurgova (2007) and Srivastava and Naveen Pant (2015) who stated that gender has positively and significantly related to achievement motivation.

Hypothesis-2: There would be significant impact of social support on achievement motivation among adolescents.

As shown in table-II that the obtained 'F' value of 6.94 is significant at 0.01 level indicates that social support has significant impact on achievement motivation among adolescents. As the 'F' value is significant, the hypothesis-2, which stated that locality has significant impact on achievement motivation among adolescents, is accepted as warranted by the results. Subjects with good social support (M=147.56) have high achievement motivation than the subjects with poor social support (M=142.17).

The results of the present study corroborate with the earlier findings of Cirik (2015) who stated that social support has positively and significantly related to achievement motivation also the results of the present study contradicts with the earlier findings of Cristina Costa-Lobo et al., (2018) who stated that social support has negatively related to achievement motivation.

Table-II clearly indicates that the 'F' value of 5.37 gender and social support (AXB) is significant at 0.05 level. As the 'F' value is significant, this stated that there is significant interaction between gender and social support (AXB) with regard to achievement motivation among adolescents.

CONCLUSIONS

(1). There is significant impact of gender on achievement motivation among adolescents. Girls have more achievement motivation than boys. (2). There is significant impact of social support on achievement motivation among adolescents. Subjects with good social support have good achievement motivation than subjects with poor social support.

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Acknowledgements

The author appreciates all those who participated in the study and helped to facilitate the research process.

Conflict of Interest

The author declared no conflict of interests.

How to cite this article: Rao. V.T., & Subramanyam. K (2019). Impact of Gender and Social Support on Achievement Motivation among Adolescents. *International Journal of Indian Psychology*, 7(3), 651-655. DIP:18.01.070/20190703, DOI:10.25215/0703.070